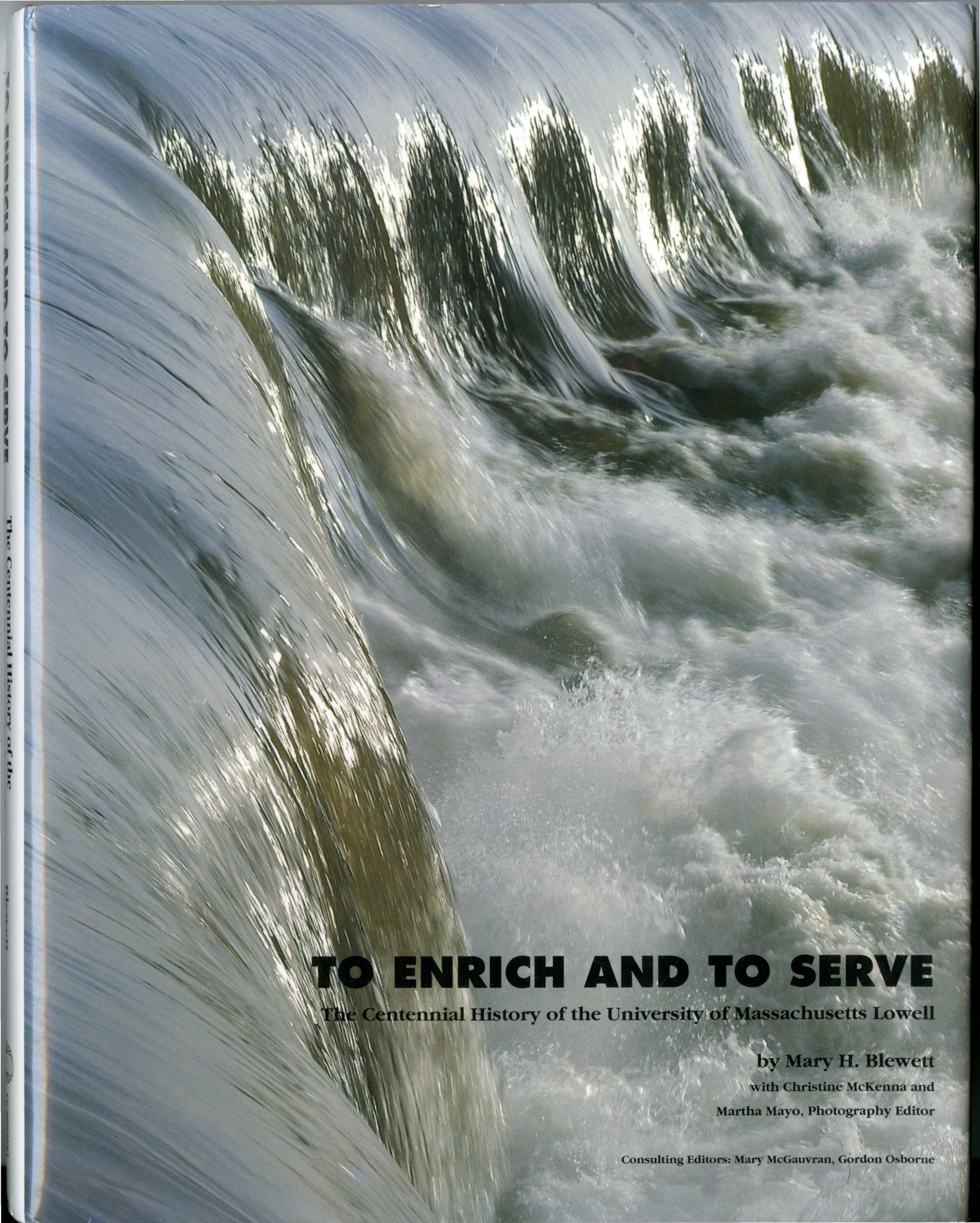


TO ENRICH AND TO SERVE

The Centennial History of the University of Massachusetts Lowell

by Mary H. Blewett

with Christine McKenna and

Martha Mayo, Photography Editor

Consulting Editors: Mary McGauvran, Gordon Osborne

One hundred years ago in 1894–1895, the Commonwealth of Massachusetts authorized the Lowell Normal School and the Lowell Textile School to enrich and serve its citizens. Both institutions became the economic and educational lifeblood of the city and the region.

This centennial history celebrates the growth and development of each campus, including their merger in 1975 into the University of Lowell and their affiliation in 1990 with the University of Massachusetts system. This is a story rich in vivid personalities and amusing anecdotes using the voices of students, alumni/ae, faculty, staff, and administrators. It includes good times of student fun, campus growth, and the establishment of the legal concept of student rights. It also includes the bad times: economic depressions, bigotry, homophobia, and anti-communist hysteria. Lavishly illustrated and colorfully written, each chapter carries the tale of campus life and politics forward toward the centennial celebration. The book looks back to savor the past while anticipating the next hundred years.

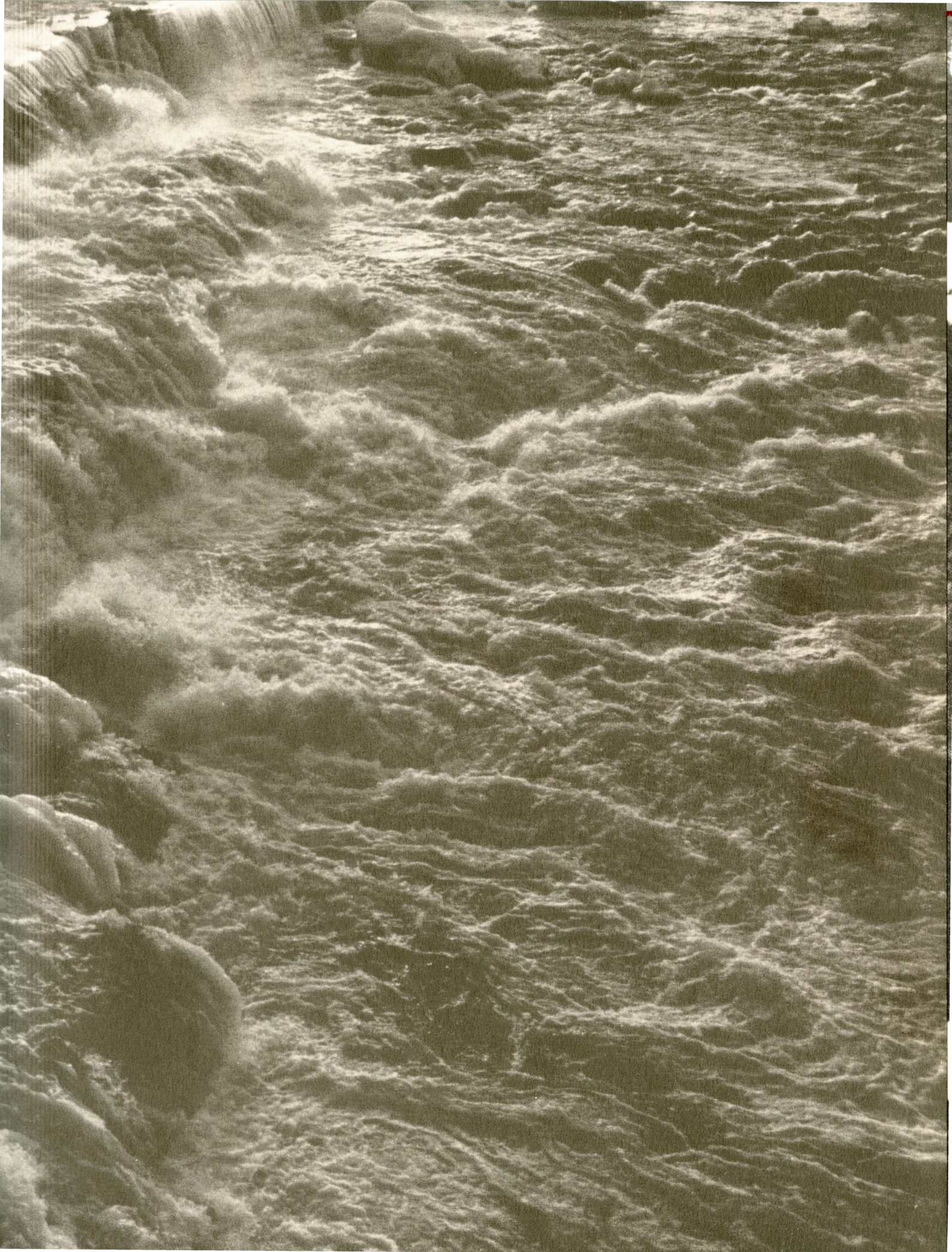
The leadership of Frank Coburn, Cyrus Durgin, Clarence Weed, James Dugan, and Daniel O'Leary forms the backbone of the South Campus story. The atmosphere of each generation of students is evoked from the first Normal School trainees with long skirts, up-swept hair, and high buttoned shoes through the twenties and thirties as jobs for teachers became scarcer. The impact on South Campus of the postwar G.I. Bill Era brought a co-educational student body and the establishment of Lowell State College. New programs, new faculty, new students, and the building of a beautiful campus, designed personally by President O'Leary, contributed a strong heritage of professional education, the arts and sciences, music, and health professions to the University of Lowell in 1975.

On North Campus, the leadership of the founder of the Textile School, James T. Smith, was carried on by President Charles Eames, assisted by such strong personalities as Louis Atwell Olney, Elmer Fickett, and Gilbert Merrill. Each generation of increasingly multicultural students faced the rigors of the tex-

(continued on back flap)

THE DONNING COMPANY PUBLISHERS





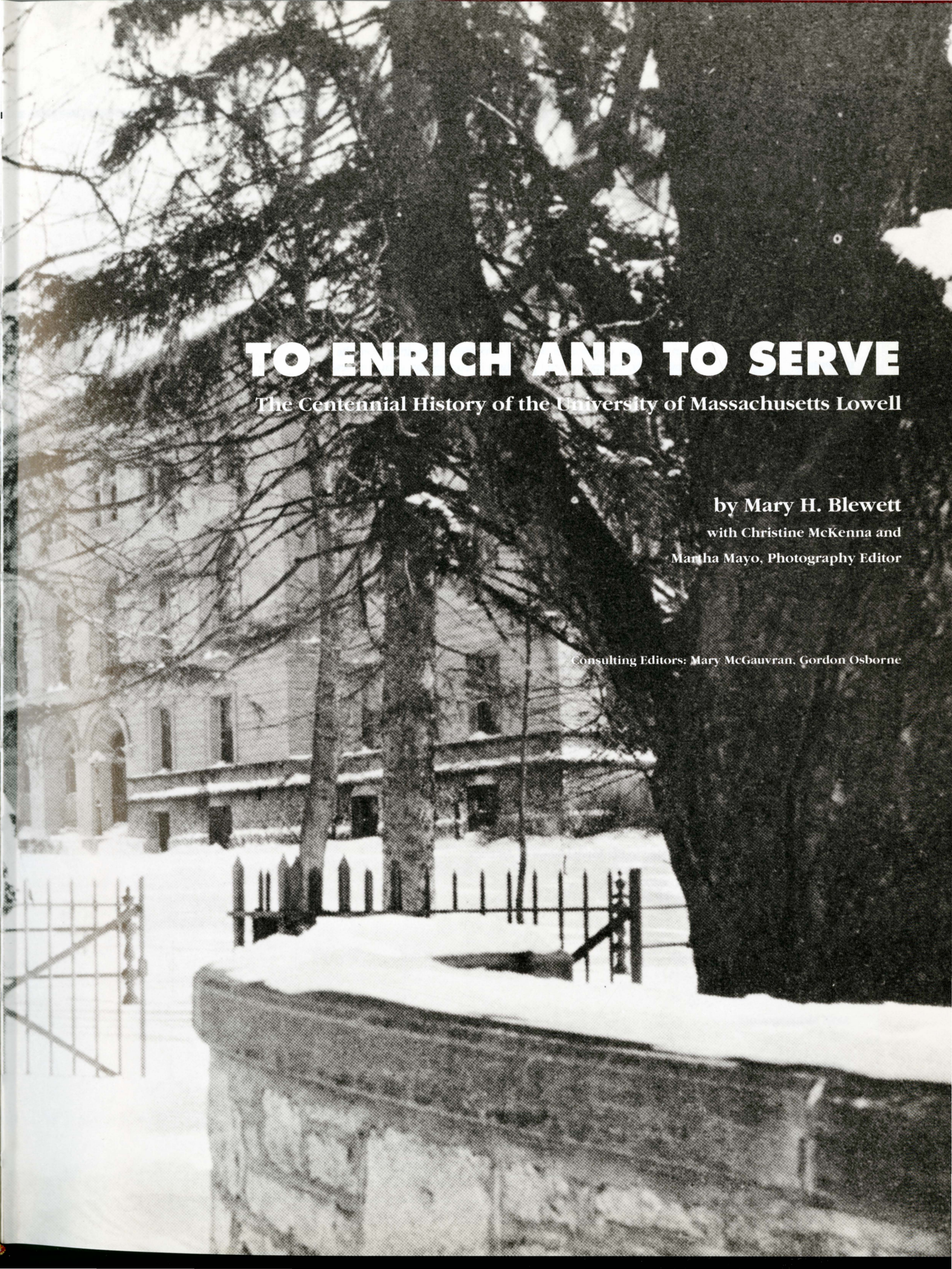
TO ENRICH AND TO SERVE

The Centennial History of the University of Massachusetts Lowell

To the Libraries!!
Mary N. Blewett
April 5, 1995



THE
DONNING COMPANY
PUBLISHERS



TO ENRICH AND TO SERVE

The Centennial History of the University of Massachusetts Lowell

by Mary H. Blewett
with Christine McKenna and
Martha Mayo, Photography Editor

Consulting Editors: Mary McGauvran, Gordon Osborne

Copyright © 1995 by The University of Massachusetts Lowell

All rights reserved, including the right to reproduce this work in any form whatsoever without permission in writing from the publisher, except for brief passages in connection with a review. For information, write:

The Donning Company/Publishers
184 Business Park Drive, Suite 106
Virginia Beach, Virginia 23462

Steve Mull, General Manager
Debra Y. Quesnel, Project Director
Tracey Emmons-Schneider, Project Research Coordinator
Mary Jo Kurten, Editor
L. J. Wiley, Art Director, Designer
Elizabeth B. Bobbitt, Production Editor
Tony Lillis, Director of Marketing

Library of Congress Cataloging in Publication Data:

Blewett, Mary H.
To enrich and to serve: the centennial history of the University of Massachusetts, Lowell/ by Mary H. Blewett with Christine McKenna; photography editor, Martha Mayo; consulting editors, Mary McGauvran and Gordon Osborne.
p. cm.
Includes bibliographical references (p.) and index.
ISBN 0-89865-925-6 (alk. paper) (hardcover)
ISBN 0-89865-937-X (alk. paper) (softcover)
1. University of Massachusetts at Lowell—History.
I. McKenna, Christine. II. Title.
LD3131.L52B54 1995
378.744'4—dc20 94-42358
CIP

Printed in the United States of America

JVK
LD
3131
L52
B54
1995
R0004495540

TABLE OF CONTENTS

Foreword
A River Runs Through It
7

Acknowledgments
11

Chapter I
Frank F. Coburn, Cyrus A. Durgin, and John M. Mahoney and the Lowell Normal School, 1894–1922
13

Chapter II
James T. Smith and the Founding of the Lowell Textile School, 1895–1920
31

Chapter III
Clarence M. Weed, James M. Dugan, and Challenges for Lowell Teachers' College, 1922–1950
49

Chapter IV
Trade School to Textile College, 1920–1945
65

Chapter V
The Legacy of Kenneth Fox, 1945–1950
81

Chapter VI
Daniel H. O'Leary and the Creation of Lowell State College, 1950–1965
99

Chapter VII
Martin J. Lydon and Everett V. Olsen: Years of Expansion and Protest at Lowell Technological Institute, 1950–1974
115

Chapter VIII
Daniel H. O'Leary: Years of Growth and Protest at Lowell State College, 1965–1974
141

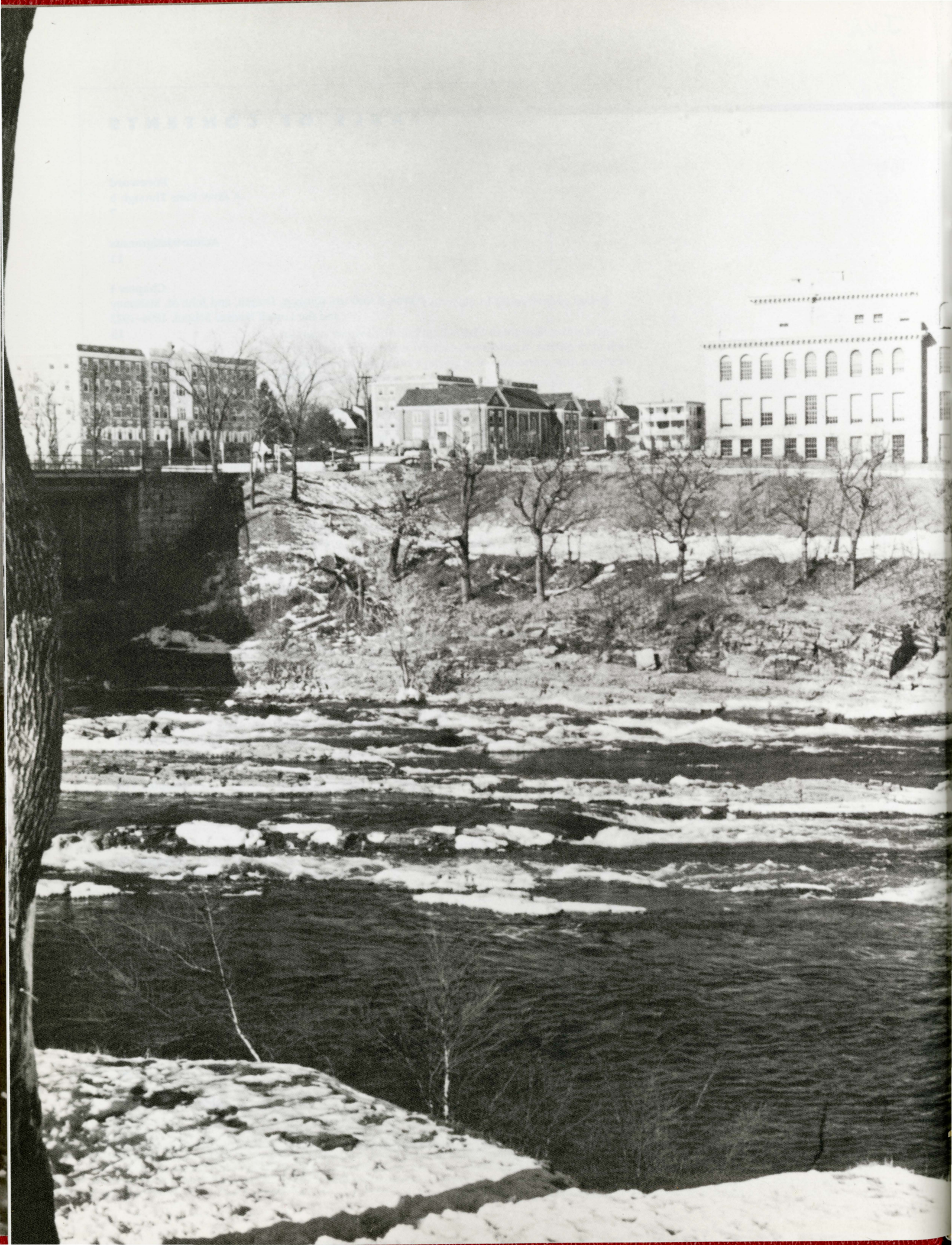
Chapter IX
The Merger: John B. Duff, William T. Hogan, and the University of Lowell, 1974–1990
165

Chapter X
New Directions at the University of Massachusetts Lowell, 1990–1994
193

Bibliographic Note
207

Index
208

About the Author
223



FOREWORD

A River Runs Through It

One hundred years ago, the Lowell Normal School and the Lowell Textile School were born along the banks of the Merrimack River in a bustling textile center. To the founders of the schools, the need for these institutions was clear. The mills required skilled workers, managers, and technicians to keep them humming. The children of families who worked in the mills needed to be educated as productive citizens. From the very beginning, the Lowell campuses were an integral part of the economic and educational lifeblood of the city and the region.

In the one hundred years since the founding of what today is called the University of Massachusetts Lowell, the relationship between this institution and the regional economy remains strong. To be sure, the world looks very different than it did in 1894. Television and computers were undreamed of. There were no automotive highways much less super information highways. The mills, fueled by the river's water and steam power, spun out and wove together endless yards of textiles in rooms crammed with machinery operating at ear-splitting decibel levels.

Today the textile mills of Lowell are quiet, the looms are on display as museum pieces in the National Historic Park exhibit in the Boott Mills. But the University and the City are very much alive, teeming with activity and struggling together to adapt to a fast-changing world.

The expanding Lowell Tech campus pictured in 1961 from across the Merrimack River.

The University of Massachusetts Lowell has a long, proud history enriching and serving this community. During its first decades, the Lowell Textile School trained the people who would design the machinery, de-

velop new fabrics, and bring the manufacturing process to new heights of efficiency and prosperity. The Lowell Normal School showed young women and men how to teach new generations of Americans—many of them immigrants—the fundamentals of knowledge: history, arithmetic, science, and literature.

As the decades passed, the world changed. Many of the Lowell mills closed as new technologies and manufacturing processes emerged. The campus kept pace with these changes, continuing to graduate students with the skills and knowledge needed to become leaders in business, science, engineering, and education.

In the years following World War II, the Lowell campuses continued to adapt to changes in the region's economy. After 1932 the State Teachers' College at Lowell began to produce more teachers needed in classrooms bursting with the postwar baby boom generation. The Lowell Technological Institute, renamed in 1953, turned away from textiles and began to prepare the engineers and managers needed by high-technology firms sprouting in industrial parks along Routes 128 and 495 in Massachusetts.

In the 1960s, 1970s, and 1980s, the Massachusetts economy relied heavily on defense contracts, electronics, and the computer industry. The University graduated the people needed by those industries. It also provided a setting for student dissent from a generation growing critical of government policy and eager to exercise their own rights of citizenship.

In 1975 Lowell Tech and Lowell State College merged to create the University of Lowell. This institution began an era of rapid growth as a research university, training undergraduates and graduate students who were able to chose from an expanding menu of masters and doctoral programs. Cutting-edge research, often in partnership with regional businesses, led to improved products and processes.

The University of Lowell has been committed to more than professional and applied training. ULowell has offered a high quality education in engineering, management, health professions, and education, as well as a solid academic foundation in the liberal arts and sciences, music, and fine art. In addition, the Division of Continuing Education offers job training and certificate programs in a wide range of disciplines plus personal growth and intellectual enrichment for area residents.

The University also serves the wider community upon which it depends. It works in partnership with area educators and health care professionals. Its Department of Community Service brings volunteers to the area's human service agencies. Its faculty and students have contributed to the development of historic parks and museums in Lowell.

Today, the Cold War has ended. The University faces new challenges to help restructure Massachusetts' defense and computer industries. Since 1988, over one-fifth of the jobs in greater Lowell have been lost, reminiscent of the collapse of textiles in the 1930s. The University accepts this challenge to revitalize the region's economy. It is positioning itself under

the leadership of Chancellor William T. Hogan to meet the needs of rapidly changing technologies and the challenges of a global marketplace.

As this institution embarks on its second century, it must renew its dedication to the mission of economic development and university education. The University of Massachusetts Lowell envisions an American economy comprised of thriving, regional economies, competitive in the world market, self-renewing in technology, and environmentally and socially sensitive to the unique places and people of the region. Driven by this vision, the University is helping to create new strategies and forge new links among academia, industry, and government that will enrich and serve society not only today but also the future.

Alan D. Solomont
Co-Chair of the Centennial Committee



ACKNOWLEDGMENTS

Chancellor William T. Hogan, former Vice-Chancellor Robert J. Foy, and Vice-Chancellor Frederick Sperounis recognized the importance of an early start in preparing the research for this centennial book. I was appointed University Historian in the 1980s and began an extensive process of gathering data and recording memories. Without their support and encouragement of my efforts, this book would be thin and lifeless.

Gordon Osborne (Class of 1928) and Mary McGauvran (Class of 1939), later Dean of Students at the University of Lowell, graciously responded to my plea to be consulting editors. Their task was to read the entire manuscript for accuracy and balance. I thank Mary McGauvran for her many suggestions and corrections and for arranging a crucial interview with Marguerite Gourville in addition to an extensive interview of her own career. I thank Gordon Osborne for his apt advice and genial company and for his generous appreciation of my efforts in addition to his own evocative interview.

Without the hard work and support of my coworkers, Christine McKenna and Martha Mayo, this volume would never have seen the spring light of 1995. Martha arranged for the prompt transcription of all oral interviews and soothed, cajoled, and encouraged this writer. She helped choose and took the responsibility for preparing the illustrations, while being involved in a hundred other projects as Director of the Center for Lowell History. I cannot thank her enough for her tireless support of this effort. Chris took over the key coordinating role of the entire centennial year and

A modern student union, later named for Vice President for Student Affairs Mary McGauvran, replaced the "Caf" as the center of student activities.

wrote the final two chapters on the 1975 merger and the new mission of the University. How she found time in her arduous schedule for this remains a mystery to me. I admire her as a writer and value her as a cheerful and indefatigable coworker.

The enthusiasm and patience of Debra Quesnel of The Donning Company/Publishers provided encouragement from the outset. The process of production has been swift and unfailingly professional, thanks to Betsy Bobbitt and the experienced staff at Donning.

Among the many to whom thanks are due for various forms of support and encouragement are Ernest James, Everett Olsen, and Gerard O'Connor for their generous and frank interviews, their willingness to read the relevant chapters, and their positive and useful criticism and appreciation.

I am also very grateful to all those many persons who gave me interviews about their experiences or provided me with information. They are cited with my thanks in the endnotes, and these interviews are on file in the University Archives. The Alumni/ae Association collected over the years many valuable interviews on which much of this narrative is based. I am deeply obliged to all of those associated with that process of memory collection, especially Florence Lacouture in addition to her many acts of kind assistance. Others contributed in various helpful ways: Peter Blewett, Fred Sperounis, Mildred Scanlon, Marguerite Gourville, Gilbert Brown, Catherine Quinn, Marie Sweeney, Connie Case, May Futrell, Vito Selvaggio, Catherine Hill Goodwin, Paul Marion, Janine Whitcomb, Roberta Otremba, Patricia Rowe, Kate Hardcastle, Ron Karr, Paul Coppens, Rick Harvey, and Peter Larkham of Pro-Lab Custom Slide Service of Nashua, New Hampshire.

I also thank Paul LaCroix (Class of 1983) for permitting the University to use his splendid images of the Pawtucket Falls for the book.

I owe a distinct debt of gratitude to the undergraduates (now alumni/ae) who researched so well the history of the development of the University: Kathleen Curtin, Steven Stowell, Robert Ennis, Richard O'Loughlin, Leslie McDonnell, Peter Ramirez, Ronald Gray, Elaine MacDonald, Brian Wirzbicki, and Jennifer Mason.

Finally, although I am very grateful for all the support and critiques, I alone bear the responsibility for the accuracy and interpretations in this volume. With heartfelt warmth and sincerity, I wish the University another hundred years of enrichment and service.

Mary H. Blewett
University Historian
October 1, 1994

CHAPTER I

Frank F. Coburn, Cyrus A. Durgin, and John J. Mahoney and the Lowell Normal School, 1894–1922

John Ernest Barr, fresh from Lowell High School, began classes at the Normal School on October 4, 1897, as one of three men in the first class of 108.* The building was unfinished, students hung their coats on nails, only four rooms were available, and the walkway from Broadway was built of boards, but the two-year program of teacher training was under way. Each student had passed hours of challenging entrance examinations, written and oral, in English literature, Latin, French or German, history, science, drawing, and music. The exams were based on college preparatory courses and the classics of English and early American history and literature. Students had to be familiar with such writers as Edmund Burke, William Shakespeare, Oliver Goldsmith, John Milton, Walter Scott, George Eliot, and Nathaniel Hawthorne. The two-year teacher preparation course required a liberal education obtained in "the people's college": the nineteenth-century high school. After passing those exams, tuition was free to residents of Massachusetts, and thirty dollars for others.

Most students in 1897 came from Lowell area high schools, dependent on the interurban trolley, the Boston and Maine Railroad or on their own two feet. The city's electric trolley line stopped at the front walk. A few privileged ones arrived in their own carriages. Two came from as far as Wolfsboro, New Hampshire, and New Brunswick, Canada. Sixty-one

*Male students were admitted at seventeen; female students at sixteen. John Barr wrote a valuable and unique memoir of his Normal School experience which is quoted freely in the text. His brother, Walwin, graduated from the Textile School in 1900.



Street car trolley tracks on Broadway Street ran in front of the Normal School. In 1899 on the right was the former Butcher estate with a knoll nearby.

percent were Lowell natives, only four percent were from Lawrence. One Andover student arrived each morning accompanied by a young man who worked in Lowell. She was severely reprimanded. Classes were held until 1 P.M. after an opening assembly, and the full daytime instruction began after Thanksgiving break.

In 1880 the Commonwealth operated normal schools in Salem, Westfield, Bridgewater, Worcester, Framingham, and an art school in Boston.[1] Responding to the challenge of a growing and increasingly diversified population, the Lowell School committee and the City Council in 1893, led by the energetic lawyer Larkin T. Trull, fought to locate another normal school in the city.[2] They petitioned the State Board of Education and lobbied the legislature. Leading citizens and the local newspapers endorsed the idea. Lowell's state representatives worked successfully to supplant Lawrence's bid for a normal school to serve northeastern Massachusetts.

The Boston and Maine provided a key railroad link for student commuters, and Lowell outranked Lawrence in educational institutions including a citywide kindergarten, in population, and in tax contributions to the state. With the Essex County delegation to the legislature split on the choice between Lawrence and Lowell, the city's representatives rallied the votes of rural legislators by linking Lowell's cause with a normal school for Barnstable County in addition to normal schools for Fitchburg and North Adams. Their arguments won the House vote on May 8, 1894, and the governor signed the bill on June 6. The city transferred $25,000 to the state treasury for the school, while architects and teachers flooded City Hall with their applications. Principal Frank F. Coburn of the Lowell High School was chosen in 1896 to head the Normal School.[3]

The building, later named Coburn Hall, was formally dedicated on June 15, 1898. The school was the last to open under the 1894 authorization. The principal speaker, introduced by Mrs. Kate Gannet Wells of the State Board, was education reformer Colonel Thomas Wentworth Higginson of Boston introduced as "a friend of women."[4] He praised the normal school system as one based on the belief that children possessed brains, curiosity, and imagination as long as they were not numbed and bored with unsympathetic instruction. He also encouraged the young women seated in the audience to assume their rightful positions as professionally trained teachers of children. The day concluded with graduation exercises for teachers who had completed the first certified kindergarten course.

The building was much admired on its dedication day. Situated on three acres of tree-studded land at the corner of Broadway and Wilder streets, the structure rose to a dominating height and bulk of four stories topped with a peaked slate roof. The portico at the main entrance was faced with marble and had a vaulted ceiling. It was built of buff brick, trimmed with limestone, copper guttering adorned with lions' heads, and had steps and foundations of New Hampshire granite. Inside, the tall basement contained two manual training workshops, the lunchroom, the "sanitaries," boiler room, coal bins, and janitors' quarters. All the stairways were cast iron. The first floor housed the principal's office, an assembly room for the faculty, four "recitation" or lecture halls, and cloakroom. A large assembly hall for the entire school dominated the second floor with four additional lecture halls and teachers' offices. The third floor contained laboratories for physics and chemistry, a large gymnasium, and a north-facing drawing room. The huge attic held athletic lockers, marble-faced showers, and great expanses of storage space. All of the interior finishing was of varnished oak; the electric light fixtures were ornate brass.[5]

Principal Coburn, who specialized in physics and geology, had extensive experience in the Lowell school system, moving from Franklin grammar school principal to the head of Lowell High School. His appointment in 1896 to the Normal School was highly popular. He possessed a distinguished physical appearance: tall with black hair, and goatee, dressed in dark suits



Frank F. Coburn, the first principal of the Lowell Normal School, 1897–1907. The original building was named Coburn Hall in his memory.

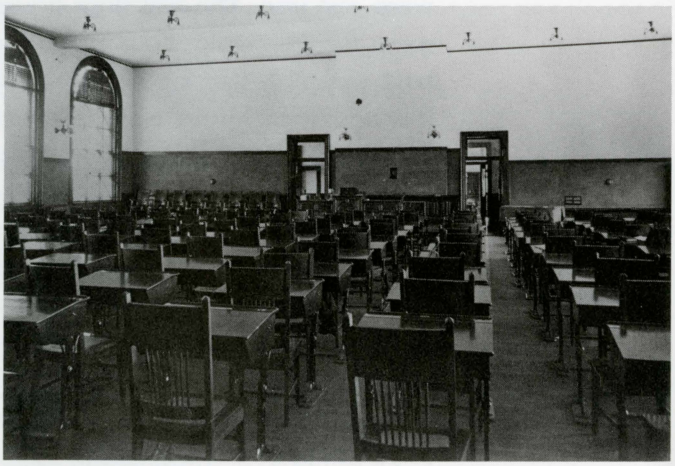


Principal Coburn, the Faculty, and the Class of 1900, including two male students.

and a formal collar and tie. He was born in Lowell in 1849, attended Lowell High School and Amherst College. After working as a civil engineer for the Illinois Central Railroad for several years, he returned to Lowell to teach science.[6] His dignity and high-mindedness inspired the faculty.

Coburn taught psychology (educational methods) as well as running the school. But his experience at the Normal School was seriously troubled. His invalid wife died in 1898. Coburn slipped on the icy cement walkway the same year, and, as the result of a back injury, his legs became paralyzed. Each morning he arrived by carriage and was carried to his office in a chair by his driver and the school janitor. He bore his misfortunes cheerfully—waving to students from his office and keeping attentive watch over their development. He struggled along in this fashion until 1906, when he could no longer make the journey. In 1907, his last year as principal, he was bedridden, giving instructions to the faculty through his secretary.

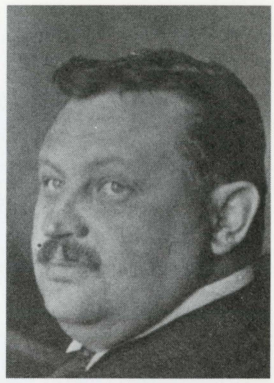
In spite of his disabilities, Coburn, following the example of the other normal schools, oversaw the course of instruction. That model, already in place in 1880, offered a standard two-year diploma program for grades 1–9. They learned educational methods and psychology and how to teach various subjects to children including English, mathematics, science, and drawing. Extended programs for the unprepared or immature offered three years of study. Graduates could elect a fourth year of tutorials, and special courses for experienced teachers and college graduates were available. The Kindergarten Department also offered a certificate in a two-year program. The



The second floor Assembly Hall where daily morning meetings were held at 9:15 sharp, c. 1905.

objective was to organize higher general standards of training for Massachusetts school children.[7]

Cyrus A. Durgin of Lowell administered the newly built Bartlett training school with a large staff. Durgin was born in Lowell in 1869 and graduated from Amherst College in 1890. He was the principal of the "old" Bartlett School and had married one of his ninth-grade pupils.[8] Built along the same architectural lines of the Normal School and located within a few blocks on Wannalancit Street, the Bartlett was a gift by the city to complete the Normal School's program with a handsome training and practice institution.



Principal Cyrus A. Durgin, 1907–1916, served as the principal of the Bartlett Training School.

The Bartlett training program consisted of an observation and practice school with a corps of seventeen teachers. In 1899 there were two rooms with the first six grammar grades, a primary school group of the first three grades, and a kindergarten. During the spring term, each first-year student (junior) spent one week of observation, getting acquainted with the Bartlett and its personnel, writing reports on the experience, and submitting these reports to a supervising teacher for discussion. The whole fall term of the second or senior year was spent at the Bartlett. It was, however, divided into two sections, giving the students a chance to teach in two different grades and a breather in between.

Under the direct observation of the Bartlett principal, the regular teacher of the class, and the critic teacher or supervisor, the student drew on both the support of the academic faculty at the Normal School and the training staff. Each day the student teacher faced individual evaluation, while strug-

Students in a lecture hall, most of them sitting with the proper posture, dress, and demeanor of teacher-trainees, c. 1905.



gling to put theory into practice. Beginning as an apprentice, the successful student ended the first few weeks teaching the entire morning's classes with full control of the room. Students then moved out into the public training schools in Lowell and in Tewksbury to teach classes and observe discipline and management "on the job," under the supervision of a "model" teacher. Each day's lesson plans and their execution underwent encouraging criticism and advice. The normal school faculty were expected to involve themselves in the whole process, visiting the practice work at least one a week so that "a close relationship" would continue between the professional, the theoretical, and the practical.[9]

The five faculty in the fall of 1898 were a mixed group of men from local schools and women of wider educational experience.[10] Miss Mabel Hill from St. Mary's private school in Concord, New Hampshire, was feared for unannounced exams and her insistence on a factual approach to English history. A Randolph native, Hugh J. Molloy, a principal from the John K. Tarbox school in Lawrence, taught mathematics, but some students were disappointed by his inattentiveness to his subject in class. He also dabbled in physics without much equipment. After the 1911 city elections that swept Irish-American Democrats into control of the mayor's office, the



The Bartlett Training School on nearby Wannalancit Street was an integral part of the Normal School program.

new city council, and the school committee, Molloy became the Superintendent of Schools in Lowell and a good source of jobs for graduates.

Miss Laura A. Knott, a former normal school teacher in Minnesota and a serious Radcliffe scholar in English, appeared very reserved and even cold. According to John Barr, "No one dared go to her classes unprepared." Despite this, he loved her classes in English literature, his "great joy." Later Miss Knott left the Normal School to become principal of Bradford Academy in Haverhill.



Storytelling at the Bartlett Training School.

In 1893 Miss Anna W. Devereaux from Marblehead had become supervisor of kindergartens in ethnically diverse Lowell. At the Normal School in 1897, she taught child study, educational methods and history, and regarded kindergarten work as an opportunity to "Americanize the parents through the children." Vying with Hugh Molloy for the ailing Coburn's psychology classes, Devereaux had a falling out with Molloy when she was chosen by the State Board. Later when Molloy became school superintendent, Deveraux was dismissed from Lowell kindergartens. Later she accepted a position at the Page Memorial Kindergarten in Wellesley. Her personal educational philosophy was: "Do duty and justice to the nature of the child."

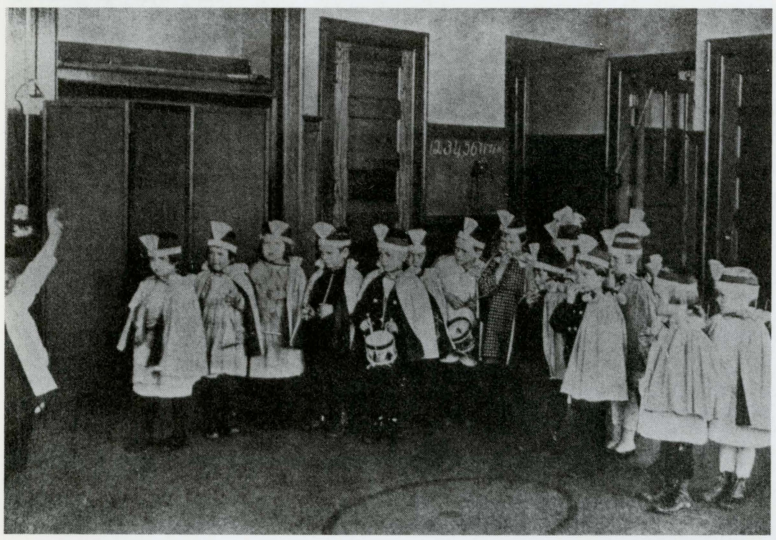
In addition to the faculty, two maintenance men tended the building. David Clark, the furnace man, was rarely seen and dubbed "Vulcan" by the students. Jerry O'Neil, the very popular janitor, swept, dusted, and repaired things with the assistance of his five children when the public schools were not in session. O'Neil's wife ran the lunchroom in the basement, offering sandwiches, baked beans, and soups, although most of the students carried their own lunches, even hot drinks, and relaxed afterward by dancing in the gym. The O'Neil family took a deep and gratefully appreciated interest in the students and their problems. Two of their daughters graduated from the school.

As the building was finished in the spring of 1898, new courses were added and new faces appeared. The school's first secretary was Miss Eleanor Hollowell Abbott of Cambridge, the daughter of an Episcopal rector. She doubled as librarian and sometimes taught English.[11] Dr. H. Fordyce Coburn, a medical school graduate and the son of the principal, taught physiology and helped his father until he took his medical exams. He married Miss Abbott. Miss E. Alma Hurd from Framingham Normal School taught physical education after the gymnasium on the third floor was completed. Mrs.

Adella A. Parker, a widow, also came from the Framingham Normal School to be critic teacher. Her exacting and always negative criticism delivered in private meetings with students was fearful. "Many tears were shed—to her satisfaction."

In contrast, the popular Dr. Lyman C. Newell, "who loved to teach," conducted chemistry classes in a well-equipped laboratory. His high standards in chemistry, geography, and mineralogy, his winning personality, and his young adoring wife endeared him to the students, some of whom named their sons after him. Newell left after a few years to join the Chemistry Department at Boston University. Walter J. Kenyon's courses in geography, shop work, and drawing, especially outdoor sketching and figure drawing, were well done, but Kenyon himself was a fussy perfectionist. He hated disorder of any kind and impounded lost items: fountain pens, books, and gloves in a special locked closet so that the owner had to face a scolding before regaining possession. He also could not tolerate any error of his own made in class. One day after delivering a lecture on being careful with details, he misspelled a term on the blackboard and fled the room to the laughter of the class. When he marched back into the room, he erased the offending word after an embarrassed cough and rewrote it.* Vesta H. Sawtelle handled music, while Grace D. Chester taught biology.

These teachers represented a faculty of largely Yankee background who taught a curriculum based on English cultural and Protestant religious values to a diverse population of students drawn from both large industrial cities and small New England towns. Some students fit easily into this cultural environment. John Barr enjoyed his experience at the Normal School so much that, after a tour of duty in the ungraded schools of rural New England, he became part of the training school system as principal of Washington School. Others, particularly Catholic and Jewish students, forced themselves to submit to the reading of Psalms from the King James Bible and the Protestant hymn-singing at compulsory morning assemblies, a practice that continued into the 1940s.



The kindergarten band at the Bartlett Training School.

By the time Rose Constance Geary (Class of 1910 with ninety-two graduates) matriculated at the Normal School, the administration and faculty had changed.[12] Cyrus Durgin replaced Coburn in 1907, and many new

*Barr remembered many incidents about this man who was too intolerant of error to handle teaching. He left the school, and a few years later entered a mental institution.



Dr. Lyman C. Newell in his chemistry laboratory, c. 1905.

faculty ran the classes. During Rose Geary's two years at the school, three of the nine left and were replaced.* One problem was the declining health of Durgin, who apparently suffered from liver disease. He was quite portly with a distinctly yellow complexion and "pot-belly," so-called by the students. The courses Durgin taught in psychology and educational philosophy were disasters. Except for the energetic efforts of Miss Ethel Kimball, Durgin's secretary, his many absences left the school adrift. His illness was kept a secret from the increasingly resentful students and probably contributed to the high turnover rate among the faculty. He died at forty-six during the summer of 1915. After another year of continued drift, John J. Mahoney succeeded Durgin in 1916.

Rose Geary was impressed by the formality of conduct in the morning assemblies and the appearance of the faculty. The men were always well-suited, and the women wore full-length dresses with high-boned, lace collars and lovely shawls. About 200 students sat at assigned desks in the second floor main hall. The opening exercises indicated the "Puritanical background" of these New Englanders: first the reading from the Book of

*Later Durgin's cousin, Miss Charlotte M. Murkland, replaced him at the Bartlett.

Psalms, then the singing of "Onward Christian Soldiers" or "Lead Kindly Light" or "Abide with Me," standard Protestant music.[13] Attendance was closely checked, and a record for each student was available in the front office for inspection by prospective employers. After announcements and at the sound of a bell, everyone dispersed to their classes.

Geary's favorite teachers, in contrast to John Barr, were Hugh Molloy and Mabel Hill although they shared fond memories of the exhausting but encouraging demands of the energetic Miss Deveraux in kindergarten training. Rose admired Molloy as a man who could explain the mysteries of math and physics to her and provide the class with fascinating comments on morals, teaching, and the French Revolution. Furthermore, in class he was "a good showman." She also learned to love history with Mabel Hill who in addition to English history had a fine, imaginative grasp of the local history of Native Americans, the people of Middlesex County, and the beginnings of Lowell. Miss Hill's favorite method was class dramatization in costume. One day Rose was transformed into the persona of Cotton Mather. She was much disappointed at Mabel Hill's departure in 1909 to Wellesley College. Blanche A. Cheney from Bartlett School took her place and later assumed more responsibilities at the institution in the 1920s and 1930s.

Afternoon geography class, c. 1905.





Adjustable easel desks were provided for drawing, art classes, and geography, c. 1905.

Miss Mabel Bragg also used dramatic technique in her English classes, but left in 1909 for a position in Newton. She was replaced with Miss Sarah E. Lovell, a formal, slender woman with an "artificial smile." A perfect lady in her manners, she proved a model to the students in the social graces. Miss Lovell helped Rose obtain her first teaching position in Sudbury, so she was remembered fondly despite her defensive distance. Nature study, "bugs and plants," was taught by Clarence M. Weed, who had a doctorate in Science from the University of New Hampshire. He seemed to some students very reserved, retiring, and unsympathetic. Actually he spent much of his time and energy on writing books on butterflies and relandscaping the school grounds. When Cyrus Durgin died in 1915, Weed served as Acting Principal until Mr. Mahoney was hired and along with Miss Kimball helped out during Mahoney's two-year leave of absence after 1920.

Music education, which became an optional program in 1912, was confined during Rose Geary's two years to a visiting teacher once a week. So on that day, the students sang and sang at the direction of a handsome, patrician woman with white hair, dressed "to the hilt" of high fashion, Mrs. Sarah C. Whelton. Rose Geary remembered that the art classes handled by Josephine Chute were an opportunity to rest and dream, doing a little craft work while Miss Chute, another well-dressed patrician lady, dozed.[14] Art classes were tolerable, but Rose disliked physical education with Miss Mirion H. Milner on the principle that it was all physical with no education. The teacher herself did not move during class but gave directions in military



Basketball game in classic bloomer-style costume played on the fourth floor of the Normal School, c. 1905.

style to the students dressed in calf-length bloomers, long black stockings, headbands, and middy blouses. Her own costume was of fine taffeta with a black shirtwaist, collar, and tie. Students performed basic setting-up exercises: stretches and bends, arm windmills, head turns, and deep breathing in unison. When Miss Milner left for one year in 1909, a Miss Teague introduced individual competition through fencing and games. The students loved her willingness to participate in exercises and other activities with them and that spring gathered for her great bunches of wild flowers from a nearby knoll.



More basketball action, c. 1905.

Teresa Garland Lew, born in Lowell in 1896, graduated (Class of 1914) as the first African American student. Her family had been in New England since the days of the American Revolution as free people. Her father, William A. Lew, was from an old Dracut family and her mother was Isabelle F.

Delaney. Her grandmother, Elizabeth Freeman Lew, who lived energetically into her nineties, had concealed runaway slaves in the home her husband built on Mt. Hope Street, then in rural Dracut. Both she and her husband, James Erastus Lew, served as agents on the pre-Civil War Underground Railway to freedom in Canada. Her sons, W. A. and John Lew ran a dye-house in Lowell. Teresa Lew graduated as Salutatorian and a Carney Medal winner from Lowell High School in 1912. In addition to her diploma from Lowell Normal, she earned a law degree from Portia Law School in Boston. She taught for twenty-one years at the Bartlett Training School and then died at forty-six of ovarian cancer. Her obituary described her as "well known and beloved." Her sister, Marion Scott Lew, also graduated in 1914 as one of the first special music students. This program, begun in 1912, offered a one-year course to graduates of colleges and normal schools in training music supervisors and departmental teachers of music in the secondary and the elementary grades.



Teresa Garland Lew (Class of 1914).

Teachers, classes, and studying were the main student concerns. Student government was a "sham," and the social occasions were limited to a few very formal and heavily chaperoned dances during the year in addition to stiff afternoon teas with only lettuce leaf sandwiches for the hungry girls. There were few real parties among the students. Many of them came to count on the informal sympathy of Jerry O'Neil and the comforting lunches provided in the basement by Mrs. O'Neil where one could have ham and potatoes, milk, and a warm, sweet bun, all for seventeen cents. Complaining was free.

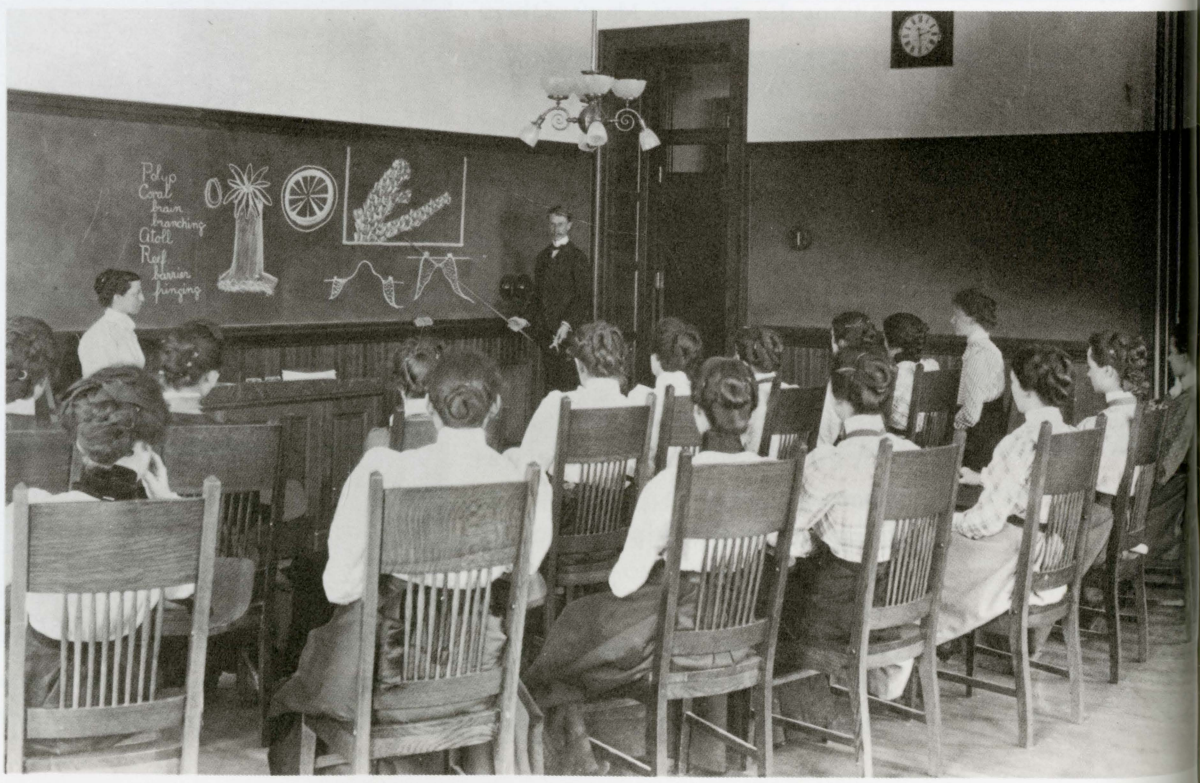


The champion team of 1905.

Some students, like Hazel Stevens (Class of 1920), were disappointed in the education offered by the Normal School.[15] Hazel was born in Lowell in 1896. Her parents had migrated from Blue Hill, Maine, her mother to work in the mills and her father to start a grocery business. Her experience at Lowell High School was excellent and prepared her for new challenges, which she did not find in her normal school classes. She wanted to teach

English literature in high school, but her father died in 1920 after a long illness, and she could afford to go nowhere else. "I felt as though by the time I got through high school, I could have gone out and taught school then, fully as well as I did two years later." The Normal School offered only training for elementary grades. Mr. William E. Riley taught the Palmer method of penmanship with repetitive push pull exercises that gave her arm "neuritis." Furthermore, the approach to subject matter such as history was geared to what might interest elementary school children. Stevens once made a log cabin out of twigs for Miss Cheney's class in American history but threw it into the rubbish before class. Miss Cheney only laughed. But Hazel loved being in the elaborate, outdoor production of Shakespeare's *A Midsummer Night's Dream* and enjoyed her classes with Miss Lovell. Later Stevens earned a college degree at Boston University, did graduate work at both Middlebury College and Columbia University, and taught English at Lowell High School for twenty-one years.

When Dr. John J. Mahoney joined the school in 1916, he was moving up in national education circles, having been principal in the Cambridge, Massachusetts, school system and founding editor of the national education journal, *Schools and Society.* He did not stay long at Lowell, however, and spent his last two years on leave, apparently to edit his journal. In 1922 he accepted a position at Boston University and was gone. His impact on the school was shadowy, despite his reputation as an expert on developing civics programs. The student government renamed itself, Schools and Society. His successor Clarence Weed, however, made a major impact on teaching at the Normal School.



Botany class held just before lunch hour, c. 1905.

Endnotes

1. The schools at Framingham and Westfield were originally situated in Lexington and Barre in 1839. Bridgewater was also authorized in 1839. Between 1840 and 1874 others at Salem, Worcester, and the Boston Normal Art School were authorized. My thanks to Mildred Scanlon for this information. On the politics of the development of the normal school system, Francis X. Guidon, *Fitchburg State College: A Record of Leadership* (Fitchburg State College, 1990).

2. *Lowell Courier*, May 8, 1894.

3. *Lowell Courier*, May 8, June 5, 1894. The construction of Coburn Hall delayed the opening of classes until October 4, 1897. Fitchburg, North Adams, and Hyannis were already open.

4. *Lowell Courier*, June 16, 1898. Mrs. Wells represented Boston literary and Unitarian cultural circles.

5. *Lowell Courier,* October 7, 1897. Coburn Hall in 1995 still shows many of its 1894 features, but the copper guttering, marble portico, and light fixtures have been removed and the second floor assembly hall is divided into small faculty offices. Two frescoes, painted by Elmer Green (later a successful portrait painter), of Yankee female mill workers flanking the interior of the main entrance were added as a gift from the Classes of 1935 and 1936. The Works Progress Administration art project in the 1930s provided a mural across the west wall of the Assembly Hall, now lost to view.



Oberon, Bottom, and Titania in a student production of William Shakespeare's A Midsummer Night's Dream, *1905. The classics were often staged for the students at the Bartlett Training School.*

6. *Lowell Courier,* Obituary, February 12, 1918.

7. Lowell Normal School Catalogue, 1897–98.

8. Durgin succeeded Coburn in 1907, but died in 1915 at forty-six, Obituary, *Lowell Courier,* July 15, 1915.

9. Lowell Normal School, Catalogue, 1898–99.

10. *Lowell Courier,* October 7, 1897.

11. Miss Abbott's family was prominent in New England private education and the publication of children's literature, especially the series known as The Rollo Books.

12. Rose Geary, Class of 1910, recorded by DeMerritte Hiscoe.

13. All quotes are from the Geary memoir.

14. Mildred Scanlon's memories confirm the dozing but found the artwork demanding and the course well-organized.

15. Interview with Hazel Stevens.



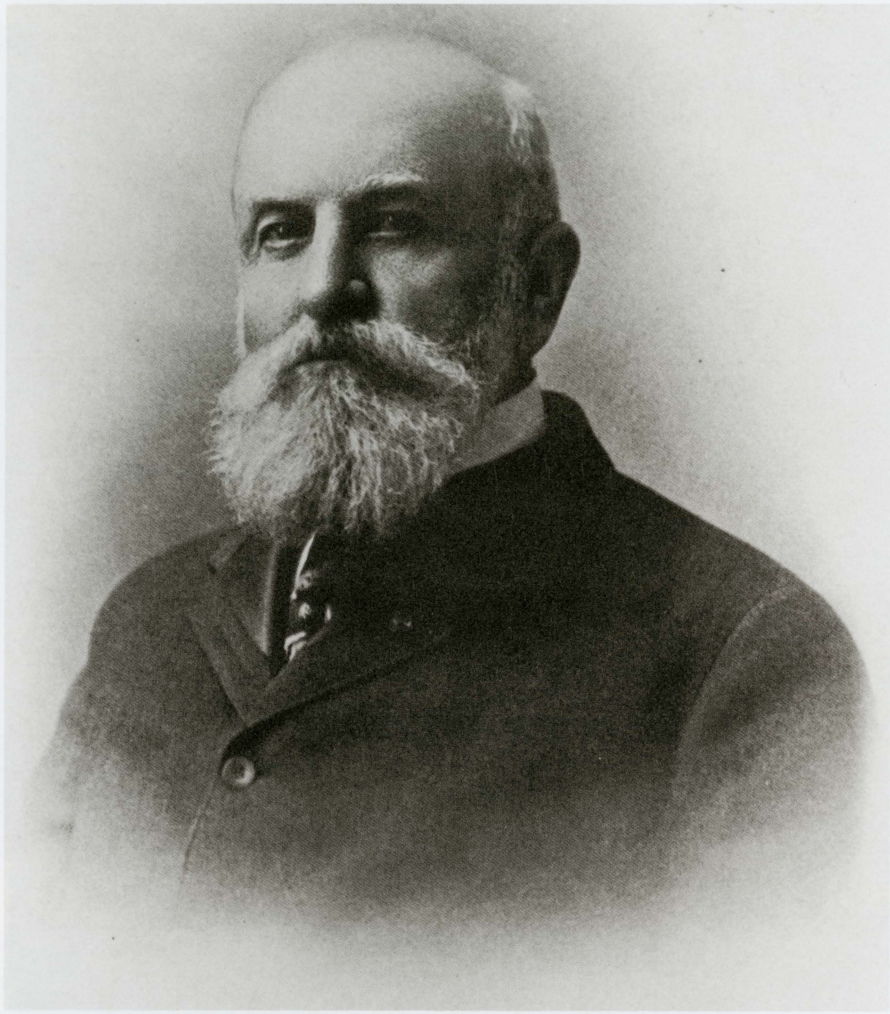
A celebration held at the Normal School, c. 1905.



Dr. John J. Mahoney, principal of the Normal School, 1916–1922, resigned to join the faculty at Boston University.



Hazel Stevens (Class of 1920) pictured in the gardens outside the Normal School planted by Clarence Weed.



Portrait of James T. Smith, the founder of the Lowell Textile School, featured in the yearbook, the Pickout, *in 1907.*

CHAPTER II

James T. Smith and the Founding of the Lowell Textile School, 1895–1920

In 1895 the Commonwealth of Massachusetts legally authorized the establishment of three semiprivate textile schools. The purpose of this legislation was to redirect the future of the textile industry, then emerging from serious depression and faced with deepening competitive challenges, both foreign and domestic. The Lowell Textile School, authorized by the Legislature on June 18, 1895, was the spearhead of a new industrial policy pulled together by the secretary of the Lowell Board of Trade, James T. Smith.

The vision Smith sold to the Lowell Board of Trade, the Legislature, the mill agents and supervisors, and the state Republican party was a challenging one. It involved the abandonment of competition with the low-wage Southern mills in the manufacture of cheap goods. It advocated the training of skilled workers and the acquisition of new technology to manufacture finer goods thus steadily undercutting European producers of luxury fabrics. United States' competition in the global textile market was to be encouraged by re-skilling workers and shifting to new market sectors.

Smith's statistics cited in 1900 indicated that the United States imported $100 million annually in European-made fine goods but exported only $20 million, a sharp imbalance in trade. He often cited comparative statistics on the profit margin of the coarse cotton cloth produced in Lowell that sold for seventeen cents a pound and fine European goods. In the Lowell mills, ten cents went to purchase raw cotton, leaving seven cents for labor, overhead, and profits. Swiss muslin, however, sold for eight dollars a pound and required the purchase of fine grade cotton at about

twenty-five cents in 1900. But the remaining $7.75 per pound was available to distribute among wages, overhead, and profits. In Smith's mind the key to all of these advantages was textile education. Beginning in 1894 he searched for institutional support for his new vision.[1]

Smith argued that fine goods production would benefit workers as well as capitalists. A skilled worker with higher wages would become a consumer of other goods, stimulating local and regional economic activity. The long and devastating depression of the 1890s had convinced him that New England textiles were in deep crisis. The rise of the American Federation of Labor, the growing support for the socialist movement led by Eugene V. Debs, and the violent Pullman strike in 1894 provided the context for Smith's sense of urgency. As the trade journal, the *American Wool and Cotton Reporter* argued in 1895, textile education would eliminate both the labor agitator and the appeal of "sickly and sentimental socialist themes." Educated, skilled workers would abandon their class and ethnic "clannishness" and realize their self-worth as American individuals. This proved a pious hope. Major strikes in Lowell in 1903 and in both Lawrence and Lowell in 1912 indicated, however, that labor unrest was unaffected by the limited opportunities offered by textile education.

James Thorndike Smith was eminently well-connected in the state and national Republican Party. Born in Lowell in 1837, he studied for his law degree in Washington, D.C. On his travels as a salesman for J. C. Ayer's patent medicine company, he witnessed the Lincoln-Douglas debates and campaigned for the Republicans in the election of 1860. He spent four years in the Union Army, serving under General Ulysses S. Grant and participating in the Battle of Vicksburg. Leaving the service as a Captain, he returned to a Republican-dominated Washington to begin a long career in the Treasury Department, traveling abroad to become an expert on the postal service and visiting other state institutions such as textile schools. When he retired in 1887, he returned to Lowell where he became the secretary of the Board of Trade, a group dominated by textile manufacturers full of talk of the industry's troubles from Southern competition. For the next twenty-five years, he lobbied the industry, the legislature, and the state Republican Party on behalf of the Lowell Textile School.

The School, authorized by the Legislature in 1895, was founded only after bitter political infighting. Smith had already considered several alternatives. For example, the Middlesex Mechanics' Association had property in Lowell suitable for a school, but to Smith's disappointment, it was liquidated in 1894. Using his Washington connections, Smith turned to an old friend, Francis Walker, then President of the Massachusetts Institute of Technology. Smith proposed the establishment of a department of textile education at MIT that possessed a collection of textile machinery left over from the failed (Augustus) Lowell School of Design in Boston. Smith pursued a connection with MIT and tried unsuccessfully to persuade the governor to appoint MIT's president to the Board of Trustees of the Lowell School in 1895.

Organizing the support of Lowell and Lawrence mill agents and overseers, he proposed a three-year theoretical and practical curriculum based on a grammar school education. A free evening school for local mill workers promised training in skilled work and persuaded the city government to come up with an annual subsidy. Although Smith believed that the textile school would become self-supporting through tuition and contributions from the mills, state and city funds proved crucial to its organization and survival. In 1918, as the result of an amendment to the state constitution forbidding public support of private schools, the state took over total funding of the institution.



When it opened in 1897 the Textile School occupied the three upper floors in a business block on Middle Street. The space was cramped, and students were fond of dumping water on passersby.

Smith's political skills were tested in legislative battles over the location of a state-sponsored textile school. His opponents included the industries and political interests of Fall River and New Bedford, but even more formidable was the opposition of the politically well-connected Frank Bennett, editor of the *American Wool and Cotton Reporter* published in Boston. Bennett insisted that the textile school be established in Boston in connection with MIT. His allies in the legislature introduced legislation to create one school with an appropriation of $100,000. Although Smith valued the MIT connection, he insisted that the textile school must be located in a textile manufacturing center.

Many textile agents who agreed with Smith wrote the *Reporter* to express their fears about the impracticality of a Boston location, while the MIT administration publicly declined to establish a department of textiles. Smith then took the initiative. He conceived of the Lowell School as an institution offering a broad industrial education, committed to a course of study in the sciences and embracing all commercial fibers: cotton, wool, mohair, silk, flax, and jute, unlike the single-fiber schools proposed for Fall River and New Bedford.

With a well-defined curriculum and a request for only $25,000 from the state, Smith pushed the Lowell location while New Bedford and Fall River continued to lobby for their own schools. At this crucial point, Augustus Lowell of the defunct Lowell School of Applied Design in Boston agreed to transfer all textile equipment from MIT to a school in Lowell. The fragment of a letter that survived in Smith's correspondence indicated the school was probably named after Augustus Lowell.

When the legislation finally emerged from its Beacon Hill battles, a compromise had been reached that satisfied the major textile interests in



The portrait of Alexander G. Cumnock, Chairman of the Textile School's Board of Trustees, was dedicated in 1908 and now hangs in the stairwell of Cumnock Hall.

the state. Chapter 4375, Acts of 1895, allowed all four cities with 450,000 spindles to establish textile schools, allocating $25,000 per school to be matched by the city in which the school was located. Smith had already arranged this municipal subsidy. Three days after the enactment, on June 18, the Lowell Textile Board of Trustees was incorporated.

The Board of Trustees moved quickly to ensure that at least three-quarters of the members would be experienced "mill men" from Lawrence and Lowell. The first president of the Board was Alexander Cumnock, agent of the Boott Mills. The choice of Cumnock by Smith reflected his appreciation of Cumnock's technological sophistication and his approval of the shifting policy of the Boott Mills toward producing more varieties of cloth to customer order and some finer goods. The remaining members were agents and superintendents from mills and machine shops in the Lowell and Lawrence area as well as lawyers and textile wholesalers. Edward Atkinson, a long-time reformer in the New England Cotton Manufacturers' Association and a Boston wholesaler, was an especially shrewd appointment. Smith served as clerk to the corporation, a position from which he intended to direct the institution's policies. Representing the Commonwealth was, not the president of MIT, but the benefactor Augustus Lowell who had investments in both the Lowell and Lawrence mills. In 1895 neither the city government nor representatives of labor gained a seat on the board, in contrast to the schools established later in Fall River and New Bedford.

The Lowell Textile School opened its doors in rented rooms on Middle Street in downtown Lowell on February 1, 1897, with about forty students. Day students could choose from four curricula: cotton manufacture, wool manufacture, textile design, and textile chemistry. The School was coeducational from the start. Two women registered in the textile design course but none received three-year diplomas until the twenties. The Lowell school also offered evening classes free to resident textile workers who could understand English and simple arithmatic. Textile authorities gave free, public lectures. The school faculty, headed by C. P. Brooks, who had taught in an English textile school, were either experienced mill men, some from the Lowell Machine Shop, graduates of engineering programs at MIT, and immigrant managers from English and French textile mills. Brooks had an eighteen-month contract but quickly earned Smith's contempt and was fired, only to be hired by the New Bedford Textile School where he later

became involved in a financial scandal and resigned. Smith took care of the intense lobbying required to obtain the annual state appropriation. He argued for money to erect a building and maintained state-wide support for the Lowell school, while trying to fend off a hostile state investigation in 1903 inspired by the *American Cotton and Wool Reporter*.

The agent-dominated board ran the school on a daily basis. The corporation treasurers in Boston confined their activities to buying, selling, and capital management. The school was handled by those men who controlled production and whose livelihoods depended on the profits and strength of the industry in New England, but they did not control investment policy. Smith had expected direct monetary contributions to the school from the corporations, but few came in. In general, under the Board of Trustees controlled by agents, the mills were passing on the costs of technical training both of managers and of skilled workers to the state-supported school. However, some board members donated new technology for finer goods such as the Crompton and Knowles velvet loom. Without representatives of labor or the city government, the judgments of the board members on school policy could contradict their own corporate decisions. The Merrimack Manufacturing Company ran a mill in Huntsville, Alabama, that produced coarse cotton goods, thereby covering its bets on the new industrial policy. Smith, to his dismay, found many of the board members narrow-minded "timid" men, among them Cumnock himself. As a result, Smith found himself drawn into the divisive internal politics of the board.

One of the issues that divided the board was the character of the first principal, C. P. Brooks and the ineffectiveness of his replacement, William Crosby, a mechanical engineer trained at MIT who lasted only until 1904 when he was replaced by Charles H. Eames, an electrical engineer from MIT (1897). Eames was widely regarded by the faculty as a mere paper-pushing clerk. The antagonistic relationship of Eames with powerful faculty members such as Louis Atwell Olney, head of the Chemistry and Dyeing Department, brought Smith and Cumnock into open conflict. A brilliant chemist with wealthy connections in Providence, Rhode Island, he sought control of the School with the backing of Cumnock. The imperious Olney had insisted that his offices and library in the new school be finished in oak rather than the specified pine in the building plans.

During this conflict, enrollment declined, and graduating classes between 1899 and 1906 averaged only eleven students. Smith feared the reaction of the Legislature. At issue was the future of the institution. Smith lobbied the Legislature to add members to the board chosen by alumni, a move successfully opposed until 1905 by Cumnock who feared increasing Smith's power. In 1906 Smith decided to back Eames for the permanent position of principal, shunting aside Olney. This move kept control of school policies in Smith's hands. His extensive and crucial political connections and personal vision of technical change increasingly isolated him from both mill men and scientists. However, when Smith's influence waned



Charles H. Eames, an Electrical Engineer from the Massachusetts Institute of Technology, was named principal of the Lowell Textile School in 1906.



The Lowell Textile School Class of 1900, holding the tools of the textile trades, graduated from the school's first location in downtown Lowell.

on the Board of Trustees after the state takeover in 1918, Eames, at best a functionary, had to assume real responsibility and proved incapable of leadership.

Among the controversies that dogged the early years of the School was the question of who actually benefited from the state subsidy to textile education? The Central Labor Union in Lowell had raised the issue in 1895 when it unsuccessfully demanded a seat on the board. Was the agent's son or the operative's son the object of state aid? Ex Officio members of the board, the Lowell mayor and superintendent of schools, increased the visibility of local interests. Smith always claimed that the school was specifically designed to benefit operatives by offering skilled training, but as the emphasis on the practical aspects of production in the curriculum changed between 1897 and 1918 to more courses in theoretical science, history, foreign languages, English literature, and physical culture, the role of the day school to train managers and engineers, not workers, became pronounced.

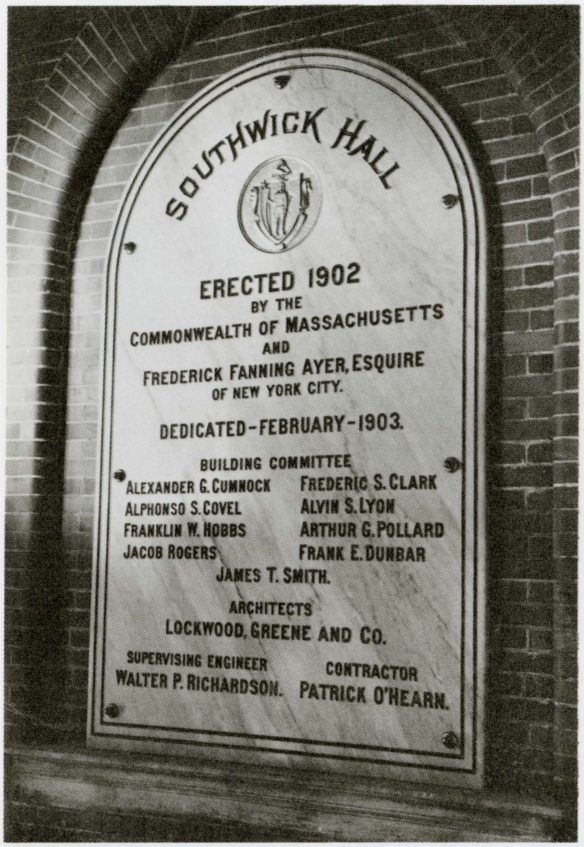
This shift generally accorded with the hostility of mill agents to the

labor organizations of skilled workers, an antagonism dating back to the 1875 strike in Lowell of mulespinners. The production of fine velvet at the Merrimack Manufacturing Company began as early as 1900 to diversify their specialization in print cloth, a fabric that the Fall River mills controlled in the late nineteenth century. Velvet-cutters at the Merrimack considered themselves an elite, earning wages almost double that of other textile workers. One morning a group of women velvet-cutters wearing fur coats walked past the counting-house. Management cut their piece rate. Many agents did not share Smith's dream of higher wages and more consumer power for skilled workers.

Perhaps out of frustration in 1908 Smith fell under the influence of a prominent proponent of scientific management, H. L. Gantt. An employee of Gantt's New York Industrial Engineering firm joined the trustees elected by the alumni. Smith abandoned the idea of training skilled workers in favor of training men skilled in scientifically managing the process of work, redesigning jobs, and deskilling the work force. Textile engineers trained in scientific management were in great demand, however problematic the actual introduction of efficiency measures into dilapidated mills with aging machinery. In 1911, the School was heralded as an "industrial West Point" at the direction of Smith and the board. By 1912 the Legislature granted the Textile School the authority to grant four-year degrees either in Textile Engineering or Chemistry and Textile Coloring. Smith stated in 1913 that: "the work with the operatives is passing from the schools over to efficiency engineers who would train the operative right at his machine in the mill." With the hiring of Herbert J. Ball in mechanical engineering (MIT, 1906) who soon became department head, the 1917–1918 *Bulletin* of the Textile School boasted: "The scientific method in mill management—with special reference to 'efficiency or production engineering' as presented by Taylor, Gantt, Gilbreth . . . and others, mostly of the Society of Mechanical Engineers—and cost finding are leading features of the fourth year [degree program]." The Class of 1917 earned eleven degrees and only six three-year diplomas.

When forced to relinquish his control as clerk of the corporation in 1918 when the state took over the Textile School, Smith feared his legacy of technical progress could not last. President Eames had neither the vision nor the energy to pursue Smith's hard work. In the 1920s and 1930s the School provided valuable services virtually free of charge to the mills in testing and measurements and in introducing rayon. In 1928 it became the Lowell Textile Institute, but in the long run the School stagnated and declined along with the industry in New England.

On February 12, 1903, the Board of Trustees dedicated a unique building for the Textile School that combined the best of current mill construction with a distinguished exterior of yellow brick, elaborate cornice work, and carved Italian marble slabs within the arching entranceway to a courtyard to be surrounded by a quadrangle of halls.[2] The structure consisted of



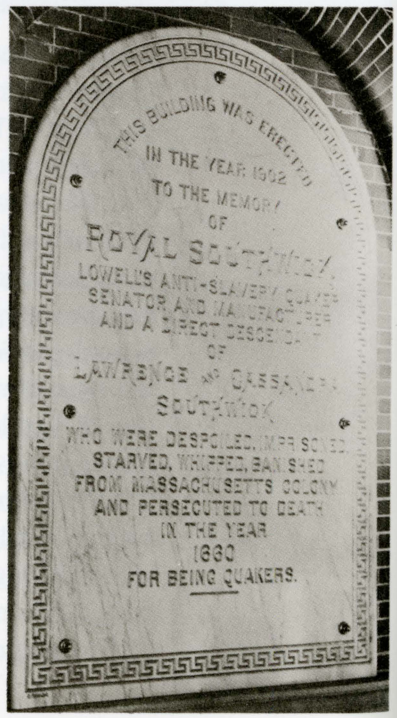
Southwick Hall, donated by the the Ayer family formerly of Lowell, was part of the original quadrangle of buildings finished in 1902.

Southwick Hall, Kitson Hall, and the beginnings of the Falmouth Street Building. This was no typical mill building but a combination of superior mill construction with unusual design and decorative elements that indicated the special purposes of the institution.

In 1900 the legislature provided $35,000 to be matched by the trustees for the construction of a permanent school. Frederick Fanning Ayer of New York City provided the rest. The son of J. C. Ayer, a local manufacturer of patent medicine and a member of the trustees, Ayer donated to the school a parcel of land equivalent in value to $35,000 and made a condition that the first main building constructed be named for his maternal grandfather, Royal Southwick, a small manufacturer in early nineteenth-century Lowell. Alphonso Covel, both a trustee of the School and of the Proprietors of Locks and Canals, probably suggested the parcel of relatively useless land owned by Locks and Canals (used as a dump) but located adjacent to the Merrimack River with splendid views. In 1902 relatives of Richard Kitson donated $21,000 to build space for cotton spinning, stipulating that the hall be named after Kitson, a Lowell textile machinery manufacturer.

Royal Southwick, whose descendents contributed to the first building at the Textile School, came from a family of religious dissenters and antislavery advocates.

Smith and an energetic young drafting/engineering instructor from MIT (1899) hired in 1900, George H. Perkins, worked with the experienced architectural firm of Lockwood, Greene of Boston to design and oversee the building of the structure. The contractors were local firms run by Irish-Americans Patrick O'Hearn and Patrick Conlon. Perkins, a mechanical engineer, later became the head of the Engineering Department and oversaw all physical expansion until 1918. The final phases were completed without outside contractors. Craftsmen and manual labor were overseen daily by the engineering instructors in their shirtsleeves from 7:00 A.M. to 5:00 P.M. Administrative offices and classrooms were placed in the left wing of Southwick, as far away as possible from the noisy machinery and chemistry laboratories. The Chemistry and Dyeing departments required a huge amount of floor space for commercial-sized dyeing and finishing equipment, for stockrooms, for prep and dyeing labs, and numerous other uses. Olney demanded more space in 1909, and Smith and Perkins responded by building up and finishing out the Quad design. Students were directly involved in this physical expansion



LOWELL TEXTILE SCHOOL



Scientific and practical training in all processes of textile manufacture of all commercial fibres. . . .

COMPLETE COURSES IN

COTTON MANUFACTURING,
WOOLEN and WORSTED MANUFACTURING,
DESIGNING, CHEMISTRY and DYEING,
TEXTILE ENGINEERING.

COURSES INCLUDE INSTRUCTION IN

MATHEMATICS, PHYSICS, DECORATIVE ART,
MECHANICAL and ELECTRICAL ENGINEERING,
WEAVING, FINISHING, etc.

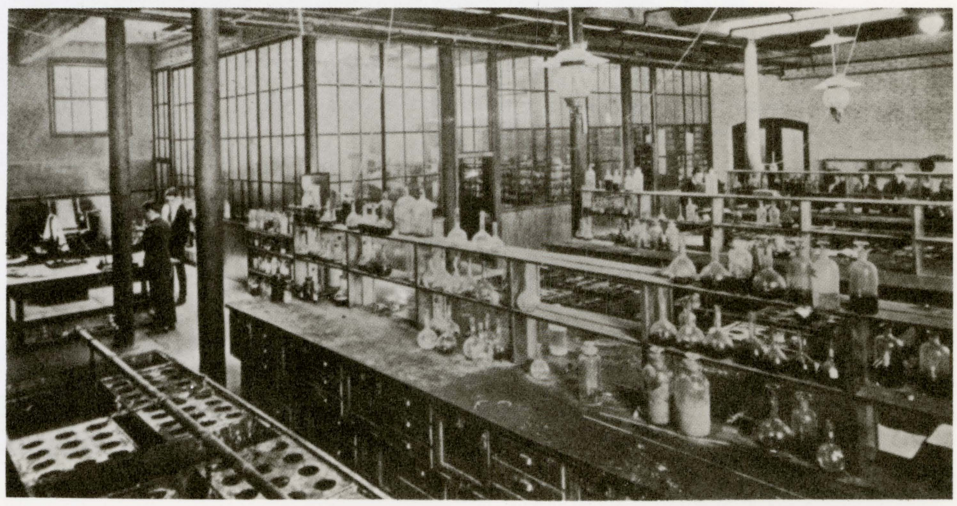
Graduates of high schools and academies are admitted upon certificate.

Graduates of colleges and scientific schools may be admitted to advanced standing.

Catalogue, CHARLES H. EAMES, S. B., Secretary, Lowell, Mass.

The Textile School program as offered in its advertisement in 1906.

Louis Atwell Olney's experimental dyeing laboratory in 1918.



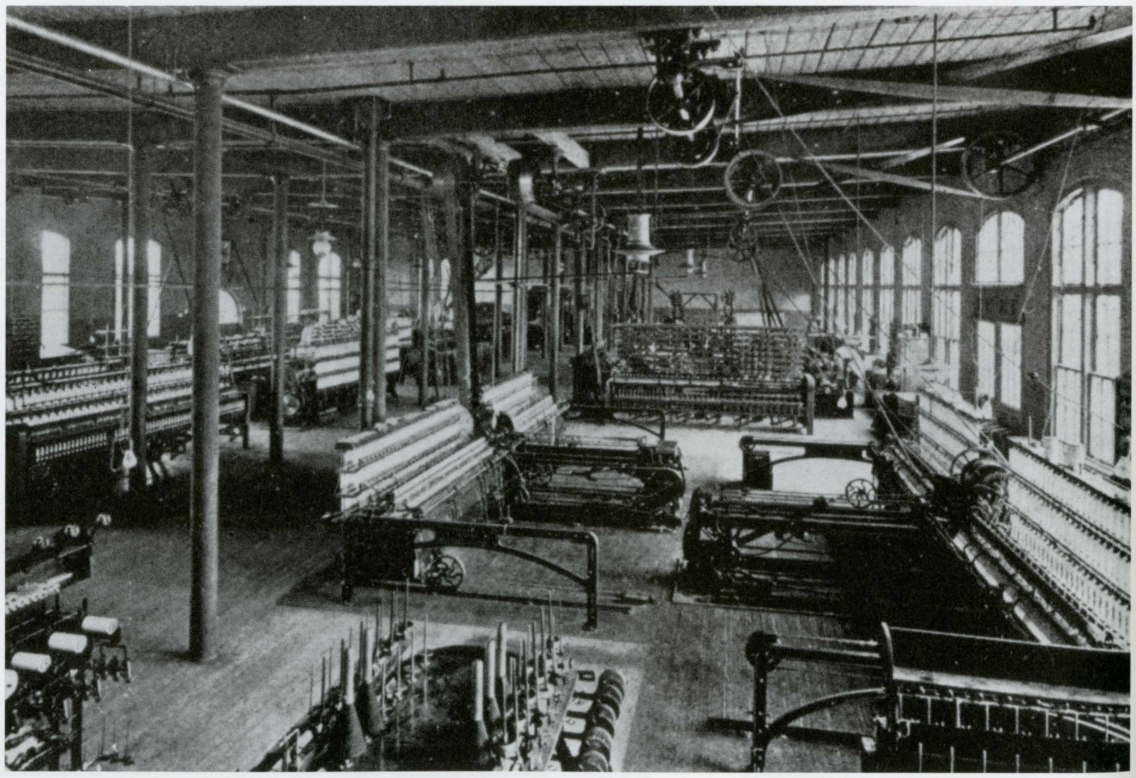


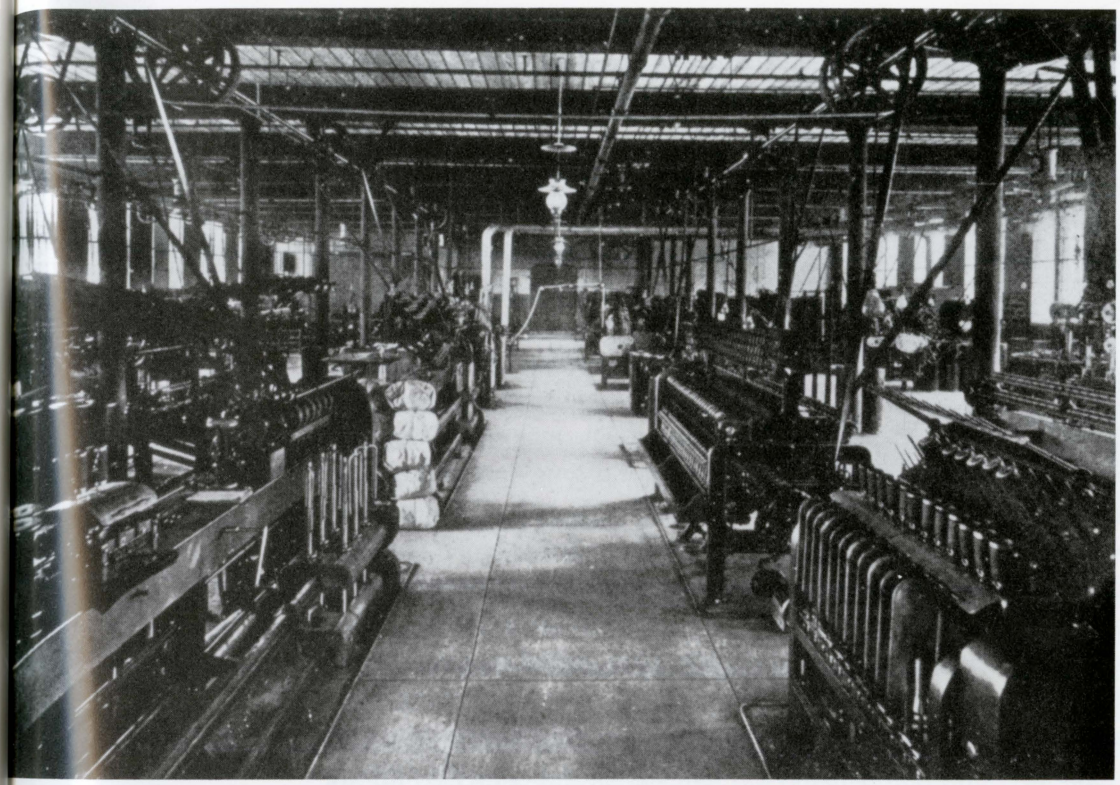
Louis Atwell Olney, distinguished head of the Textile Chemistry program.

through the Mechanical Engineering and Textile and Mill Engineering programs.

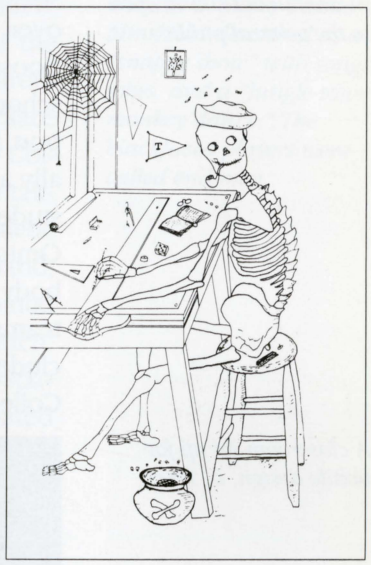
Kitson Hall housed the Cotton Yarn Department and the power plant. Students worked with the power plant to learn the principles of steam, electrical engineering, and hydraulics. Falmouth Hall contained the Weaving Department and the Woolen and Worsted Yarn Department including room for wool scouring and knitting. Almost two-thirds of the space was dedicated to the production process, while only one-third to other uses. The interior rooms resembled mills with high ceilings able to accommodate belting and power transmission, wooden beams, and cast-iron posts. Large, multiple-paned windows offered abundant light crucial to mill operations. Easily rebuilt partitions provided flexibility for new machinery. By 1914 as engineering and applied sciences began to dominate the curriculum, Mechanical Engineering and Electrical Engineering obtained extensive floor space, while students used the top floor of Southwick for a gynasium. Locker rooms and showers,

Spinning instruction took place in the Cotton Yarn Department, pictured in 1918.

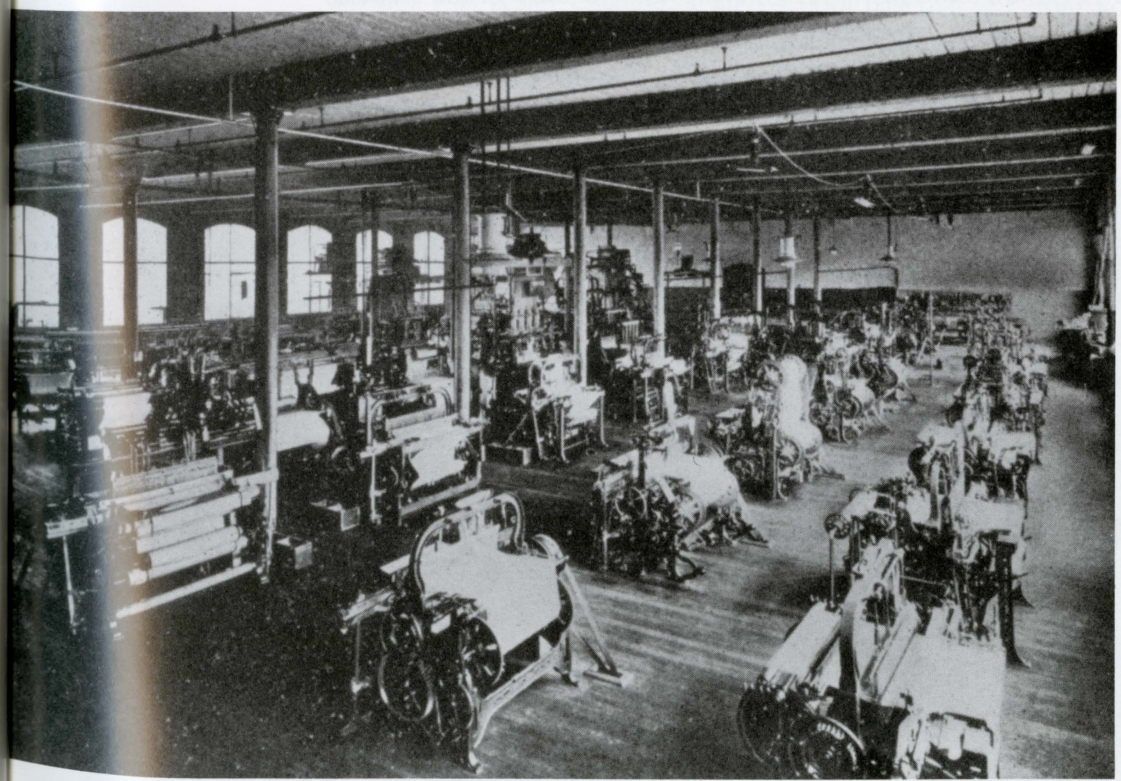




The programs in cotton and in woolen and worsted production were separate fields of instruction. Here is the Woolen and Worsted Department in 1918.



A student cartoon illustrating the rigors of the Textile Engineering program appeared in the 1912 Pickout.



The Weave Room for student instruction in 1918.



During the first two decades of the Textile School's operations, students put on traditional blackface minstrel shows in downtown Lowell open to the general public.

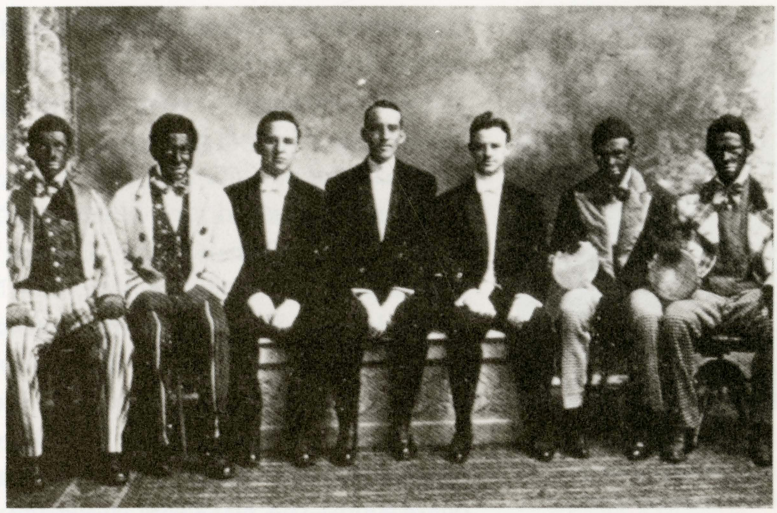
however, were inconveniently located in the basement. Adjoining land (later used for Cumnock, Olney, and Ball Halls) was set aside for athletic fields and to set the school off from nearby French-Canadian tenements. A tall iron fence, donated section by section through class gifts, completed the isolation of the new institution from its immediate neighbors.

Smith's vision for the Textile School included an athletic program similar to MIT with a playing schedule that involved Ivy-League teams.[3] He believed that successful athletic teams would not only help recruit students but would lend prestige to the trade school and turn it into a collegiate-level technical institute. In 1897 the first class of students played pickup baseball, football, and basketball games with local high schools and tried unsuccessfully to establish an athletic association. The majority of day students were commuters, many from Boston. After a long and demanding day of classes, few had the energy or time to play ball. While classes remained on Middle Street in downtown Lowell, student athletes trudged over a mile to practice fields and used the alley behind the school to "loosen up." After 1903, the Quadrangle was used for similar practice. The school yearbook, the *Pickout,* established in 1906, raised money to support athletics. The Textile Show, an annual amateur theatrical event, usually a blackface minstrel show, donated funds as did individual faculty and students. The three textile fraternities in Lowell, Delta Kappa Phi (1900), Omicron Pi (1902), and Phi Psi (1903) represted one-third of the student body in 1907. Trustee subscriptions began in 1908, and track and crew teams were organized. In the spring of 1909, the baseball schedule included games with Phillips Exeter School, Boston University, St. Anselm's College, and others. It was a start.

A classroom set up for textile design, c. 1905.



Smith went to the Board of Trustees in 1909 with an ambitious scheme to upgrade the school's athletic program with physical examinations and professional coaches for the players. He also pushed to include physical culture in the curriculum. His candidate was Charles R. Church, a Harvard graduate well-connected in Ivy-League athletic circles, who joined the faculty in 1910. The board mandated a student athletic fee in 1912, but any progress toward upgrading athletics was halted by the recruitment of many of the student players into the American Armed Forces in World War I. Ten out of the twelve first team football players enlisted. In spite of the crisis over enrollment during the war, the board hired David Beale Morey in 1917 to replace Church. Morey had played varsity football and baseball at Dartmouth College and pitched professionally for the Philadelphia Americans before taking up coaching, but he became discouraged and quit. The next athletic director was Lester Cushing, a high school baseball star from Rockland, Massachusetts, and a Harvard man. At the age of twenty-two, he had joined the School faculty in 1911 to teach liberal arts courses: English, French, German, and history. As the advisor to the *Pickout* and the school newspaper, the *Text,* he won students over to the liberal arts courses they hated through his promotion of athletics.

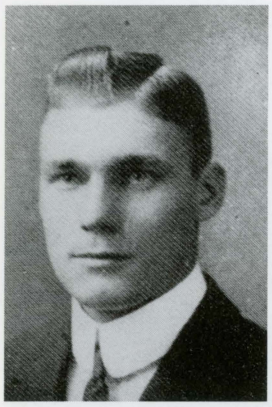


The 1910 "Merry Textile Minstrels" described as a "snappy show" with songs, jokes, and a "Jungle-town monkey dance." The blackfaced players were called end men.

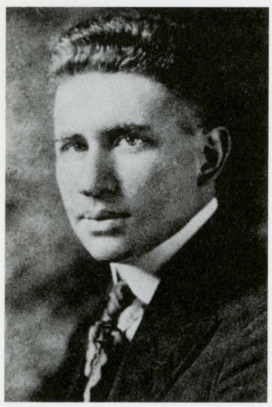
One commuting student, Moses Goldman of Boston, made time in his frantic schedule to participate in both hockey and baseball. Born in Boston in 1898 of Russian immigrant parents, Samuel and Rebecca, Goldman attended Boston English High School and matriculated at Lowell Textile in 1916. He became a textile chemistry major, encouraged by his parents who were in dry goods and promised him a trip to Germany after graduation to learn more about dye stuffs. Goldman endured seven hours of class each day, studying on the streetcars and the Boston and Maine train to Lowell. He did his chemistry labs during lunch hour with a sandwich in one hand and doing his lab work with his other. This gave him two hours

The athletic program run by Lester Cushing held football games with small schools in the area.





Lester Cushing, a 1911 Harvard B.A., taught the humanities and established the first athletic program at the Textile School. He is pictured here in the 1917 Pickout.



One commuter student from Boston, Moses Goldman, thrived on an heroic schedule of football, baseball, hockey, and textile chemistry, graduating in 1920. He was also the Pickout*'s business manager the year he graduated.*

for practice before catching the 5:00 P.M. train back to Boston. He came back to Lowell on Saturdays for the games. He appreciated the small classes and the close rapport between faculty and students which allowed him to observe his religious holidays, participate in athletics, and gain an excellent technical education.[4]

Cushing pushed for a better baseball game schedule. In 1920 Lowell Textile played Bates College, Boston University, the University of New Hampshire, MIT, Colby College, and Norwich College. Win or lose, the schedule was prestigous. Mandatory student ticket sales to games coupled with admission to "Upstream Day," an occasion for fun and sporting among students and faculty helped to raise more money. Still the program operated on a "shoestring," while Cushing often bought equipment out of his own pocket. Basketball was tried and failed; there simply was no adequate gymnasium. The war years shook the School's enrollments and finances so badly that the state takeover in 1918 probably saved the institution from closing.

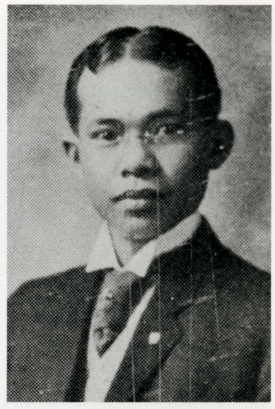
There were only three foreign students who graduated prior to 1920. Undergraduate condescension and cultural distance were apparent in the *Pickout* descriptions. Geronimo Huerva Huising earned a cotton diploma in 1908 and returned to his native Philippines. The *Pickout* noted his "smiling face" and fondness for large fountain pens. Leopoldo Huertodo Jr. earned a textile engineering diploma in 1910 and went back to Mexico. He had trouble with English and was nicknamed "Loup." Tsun Kwei Woo from Shanghai was the first Chinese student to graduate from the Textile School with a textile engineering diploma in 1919. His nickname "Tickle" referred to his Chinese name that sounded to American ears like a sneeze. He had



Upstream Day, c. 1910, with music by the Essex County Training School Band of Lawrence, Massachusetts. Students in outing shirts labeled Lowell Textile were accompanied by a group of young ladies standing on the porch.

transferred from the New Bedford Textile School, but stayed in Lowell as a resident for only one year. He commuted from Boston's Chinatown and put up with razzing about a "China doll" he must have had there.

Women students before 1920 also bore much condescension and curiosity from the male undergraduates. Catherine Estella Feindel was the first "coed" to gain a diploma in Design in 1913. The *Pickout* characterized her as "very clever," natural in "girls who outshine men in everything they set their hand to." She never mentioned women's rights and was so "unassuming and quiet" that the "fellows do not get all fussed up when she's around." The prediction for her was success, that is if—[she doesn't get married]. Catherine's response to this is unknown. Perhaps more formidable was Gladys Marie Holden, a leader of the few coeds in 1916. She was the first woman to earn a diploma in Textile Chemistry and the only female in the chemistry classes. Her good nature and ready wit served her well. The *Pickout* staff saw her as a "Professoress" of Chemistry at a large college for women.



Geronimo Huerva Huising, a native of the Phillipines, was one of many outstanding foreign students at the Textile School, graduating from the cotton program in 1908.

In April 1917 two United States Army officers spoke to the student body at a special assembly about the war in Europe.[5] At the end of their barely disguised recruitment pitch, twenty-four students volunteered to join Battery F of the 102nd Heavy Artillery and put on brown uniforms the following day. That episode left 150 day students and presented the school with the wartime reality of losing two-thirds of its day students and their tuitions, a major source of funding. Faculty left to join the Quartermasters Corps. The mills boomed with war production, and night attendance fell by half. As the textile mills of New England reaped windfall profits, the Lowell Textile School faced bankruptcy. Still, with the mayor and the Superintendent of Schools, Hugh Molloy, remaining on the Board of Trustees, state and city appropriations provided some operating revenue.

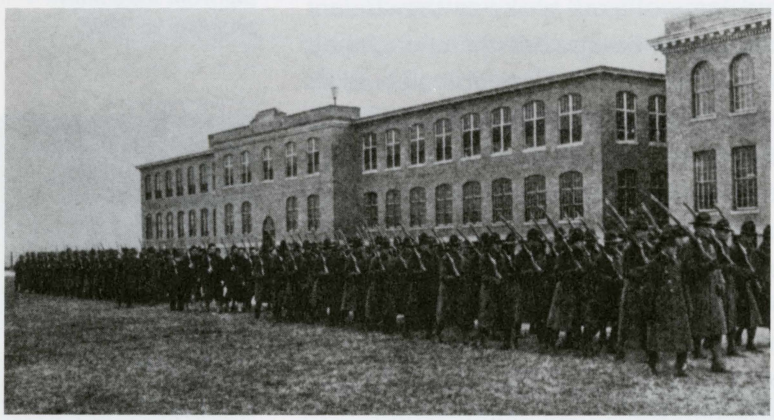
Despite these troubles, the school never followed the example of other educational institutions that banished all traces of German culture during World War I. Textiles were very dependent on German-based technology, especially dyes. German trade journals and manuals remained on the library's shelves, German dyes in its laboratories, German machinery on the shopfloors, and the German language in the curriculum. This policy coexisted peacefully with the formation of the Student Army Training Corps in the fall of 1918. This unit of 124 day students was barracked in Kitson Hall, drilled on the athletic field, and fed in a mess hall set up in Falmouth Hall. These student/soldiers were wakened by a bugle call and went to sleep at taps. During the killer influenza epidemic that year, all students were restricted to the buildings and grounds, protected by the iron fence. They were bound for officer training at Plattsburgh, New York. If the armistice had not been arranged in November 1918, only the forty students who did not serve in the SATC would have remained.

In front of Cumnock Hall is a reminder of American involvement in the Great War. The walkway is named Dennett Mall after a Winchester,

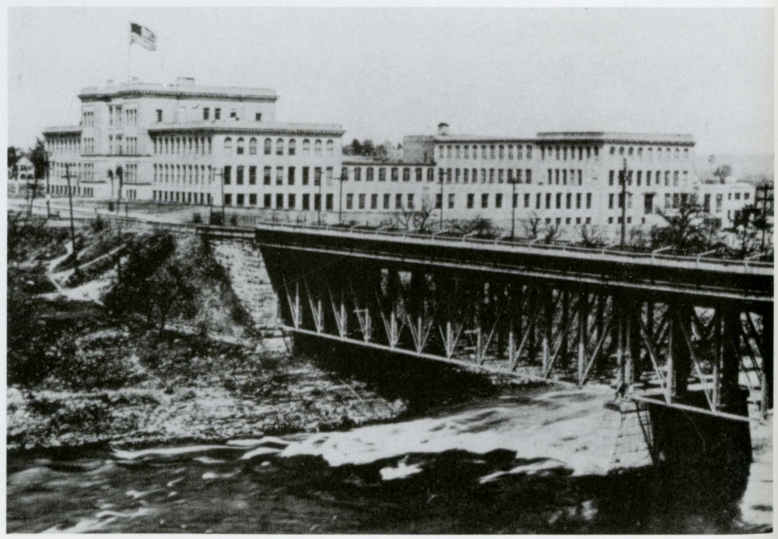
Massachusetts, member of the class of 1918. A bronze plaque buried in the concrete reads:

In Memory of Mahlon Webb Dennett
Class of 1918
Mortally Wounded By German Shell Fire
in the Successful American Advance
near Chateau-Thierry France July 24, 1918
Erected by the Twenty-Two Students
Who Volunteered with Him
in Battery F, 102nd H.A.
26th Division, USA

During the November elections of 1917, an amendment to the state constitution that prohibited the use of state tax money for any private school, a measure aimed at parochial schools but effecting the three textile schools, was approved by the voters. There was only one solution: complete state takeover of the textile schools in 1918. In one final act to save his vision of textile education, James T. Smith convinced the legislature and the Commissioner of Education, Frederick W. Hamilton, to accept the transfer of the school's property to state ownership. Again Smith worked his political magic among the Republicans in the State Senate to override the governor's veto. A new board of seventeen trustees, most to be appointed by the governor for overlapping terms, possessed $50,000 of state money in 1918 to sustain textile education in Lowell. Many of the governor's appointees were politically well-connected alumni of the school, for example Royal White of the Stirling Mills of Lowell, who served on the board until 1930.



During World War I, the Textile School became a training camp for prospective U.S. Army recruits. Training units used the campus grounds as a parade field in 1918.



View of the Textile School from across the Merrimack River from the Moody Street Bridge in 1918.

Smith retired as clerk to the board with the state takeover and lived on in his house on Middlesex Street

on the south side of the Merrimack. He was revered by students and faculty as the grand old man of the school who was often seen by them before his retirement crossing the Moody Street bridge to attend meetings. His mind remained engaging and keen, but the school was his child, and he could see no faults. He was a favorite at alumni functions. When he died days short of his eighty-ninth birthday in 1926, a student, W. M. Campbell, Class of 1929, tried to capture his final years.



The classic Freshman-Sophomore Tug-of-War at Upstream was held over a muddy ditch here in 1916.

James T. Smith

Sitting alone in his armchair,
Strength quickly ebbing away;
Memories of youth and devotions,
Ardors of dear bygone days.
Thoughts of the school by the river,
Dreams, then his thoughts fade away
From the earth and the things that surround it
Into Life's eternal day.
Passed from this life to another,
Gone from the paths he once trod;
From the arms of his dear faithful loved ones
Into the arms of his God.

Endnotes

1. Kathleen Curtin, "James T. Smith and the Founding of the Lowell Textile School, 1891–1918."

2. Stephen Stowell, "The Development of the Lowell Textile School Quadrangle, 1900–1910."

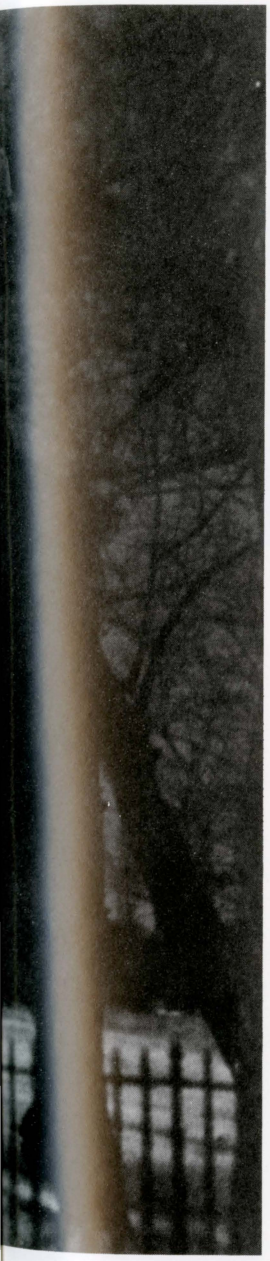
3. Ron Gray, "Athletics at Lowell Textile School: The Early Years 1897–1930."

4. Interview with Moses Goldman.

5. Robert Ennis, "The Lowell Textile School Decides its Fate, 1917–18."



The Teachers' College Building is pictured on a winter night in 1936. The metal fence and granite posts defined the school's front grounds until they were later torn down.



CHAPTER III

Clarence M. Weed, James M. Dugan, and Challenges for Lowell Teachers' College, 1922–1950

From his appointment as principal in 1922 to his retirement as president in 1935, the administration of Clarence Weed brought compelling changes to the Normal School. Dr. Weed set high standards for himself and for his faculty. On the one hand, he was regarded as a radical in the methods he proposed to change the model of a teacher. On the other, he ran a highly regimented institution and introduced nature study: science for elementary school children. This was a nontechnical approach to botany and entomology that the students called "plants and bugs." It replaced classes in physics and chemistry.

Weed himself was an authentic scientist with a good reputation. His books describing and classifying butterflies and insects became standard reference works. He had taught nature study at the Normal School during the Durgin administration and served on and off as acting principal.[1]

In addition to his personal views and new approaches to teacher training, the Weed administration oversaw the transformation of the Lowell Normal School into a four-year Teachers' College in 1932, a reform of the entire state normal school system. Principal Weed became President Weed. The new college granted Bachelor of Science degrees in Education with two majors: elementary education and music education. The first degrees were awarded to the class entering in 1935 who were required to enroll in the degree programs. The Lowell campus had established itself as the



Clarence M. Weed served as president of the Lowell Teachers' College from 1922 to 1935.



This dramatic portrait of art teacher DeMerritte Hiscoe in 1934 captures the artistic nature of his work and temperament.

Commonwealth's center for training music teachers, while other campuses focused on their own specialities.*

By 1925, when DeMerritte A. Hiscoe joined the faculty in graphic art methods and blackboard sketching, the faculty had grown slightly to thirteen, but there were four familiar faces, referred to by the new faculty and the students "with deep respect and affection" as "The Four Horsemen."** They were the strongest force for conservatism and social restraint in the school. They were experienced, "strong-minded" teachers and "ladies in every sense of the word; formal, dignified, keen and gentle." They dominated in a quiet way the social and everyday life of the school. "They ruled us with a rod of iron but we loved them."

Blanche Cheney taught world history, United States history, and the civics class, Schools and Society, inspired by Dr. Mahoney's short tenure. She was the long-term adviser to the student Schools and Society League. She also acted informally as a Dean of Women (or Students) because the student body remained overwhelmingly female, many years all-female.[2] Mildred Scanlon (Class of 1936) remembered her as professional in both demeanor and appearance and very sympathetic. Sarah Lovell continued to teach English classes in literature and composition in accordance with her college training. Frances Clark taught math (arithmetic methods) and geography and held her diploma from the Framingham Normal School. Years after she retired, she bowled over Hiscoe by referring to him—at long last—by his nickname, "Demie." A true "Grand Dame" in her bearing and manners, Josephine Chute pursued in her dreamy fashion the study of art. Her traditionalism, that included some art appreciation, rug hooking, knitting, and other needlework, was probably the reason that Hiscoe, who was teaching and living in Natick, received an abrupt summons one day to Weed's office. He wanted to hire an experienced teacher with the skills of an illustrator to develop a new approach to teacher training. Hiscoe was initially skeptical, but was offered and accepted a job in drawing. As he and his family were settling into their new home, they were surprised by an old-fashioned formal afternoon call by Miss Lovell and Miss Chute to welcome them to Lowell.

Hiscoe saw the institution as unusual in its warmth, vitality, tremendous personal encouragement, and faith in its students. Much of this was



Blanche A. Cheney was named Dean of the Teachers' College by Clarence Weed and served James Dugan until her retirement. She was replaced by Marguerite Gourville.

*Fitchburg concentrated on manual and shop training, Salem on business methods, Westfield on rural education, Bridgewater on the training of secondary teachers and administrators, and Framingham on high school refresher courses. Lowell's speciality had a real future.

**This term alluded to tenacity and implacability.



Class officers in 1936 were Gabrielle Turcotte, Edna Steele, Ruth McLeester, and Katherine Mahoney, with their hands neatly folded and their ankles correctly crossed, most wearing fashionable T-strap shoes.

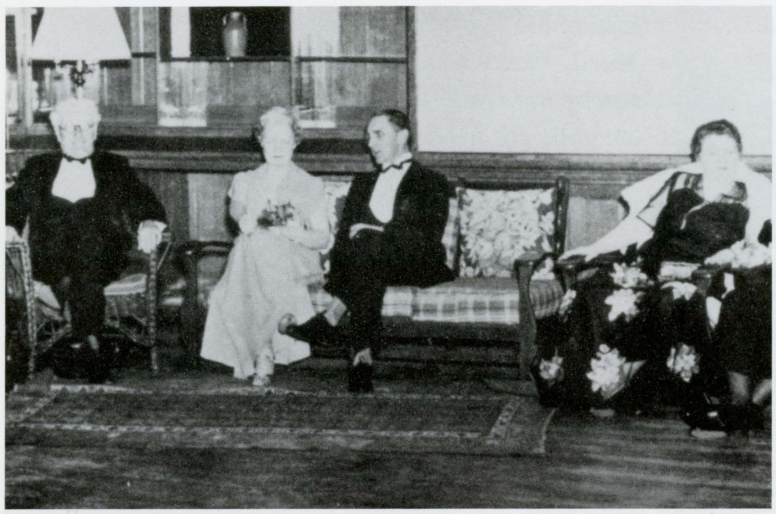
inspired in him by Clarence Weed. Weed was a short, stocky man with a moderate girth. His head was bald with a fringe of snow-white hair, and his skin was ruddy. His sharp eyes were covered by heavy eyebrows. He was a radical in teaching methods, which caused both livid anger and cold fear of public disapproval in the Department of Education and raised hackles among other normal school faculty. He was dynamic and experimental and expected his own faculty to act as his researchers. Some did, and some did not. DeMerritte Hiscoe did. Weed expected his orders to be carried out: "I want it done and I have no question that you can do it." Perhaps to offset his restless mind or to woo his doubting faculty, he always conducted himself as a "conservative old-fashioned gentleman."

Weed expected Hiscoe to teach every student to draw well enough to illustrate all the subjects they would be teaching: "to find a way for them to draw like greased lightening." He had to invent a method, the ultimate flexible visual aid, to carry out this part of Weed's vision of grade school teachers who were skilled performers in any art form: quick sketching, music, craft work, dance and exercise, storytelling, and drama as well as becoming grounded in the science of teaching. Weed wanted to create "the artist teacher." Hiscoe was probably the most successful among the faculty in this endeavor. His reputation lead him to Tufts University where he served for fifteen years as a lecturer and educational critic. Occasionally he gave public performances in pastel painting against a background of piano music.

Among the newer faculty whom Weed expected to act as "sparkplugs" for his ideas was Herman Brase, a controversial teacher of psychology and educational theory and a man with a photographic memory. Once he devoured a book, he had the capacity to recall it verbatim at any time. Miss Florence Kirby taught storytelling techniques in children's



The Easter Formal in 1936 was held in the Assembly Hall on the second floor. Visible on the west wall are the murals painted as part of the art program of the Works Progress Administration during the New Deal. These murals have been painted over and unless restored are lost to view.



At every formal dance the chaperone corner was reserved for faculty such as William Riley, Christine Kane, DeMerritte Hiscoe, and Emma Ramsay in 1940.

literature. Miss Inez Field Damon, the music teacher, seemed to live in a world apart from school routines. She possessed supreme confidence, a commanding presence, and personally chose the members of the Glee Club who adored her despite her violent temper. The Glee Club became a great public relations asset to the college in its tours of local communities. Miss Damon hired professional singers and pianists and a personnel assistant, Miss Mabel Wilson, to augment her course offerings. Miss Ruth Bailey, in physical education, was a forceful personality. She encouraged the students to play field hockey, considered very "modern," in addition to traditional exercises.[3] Once a year the student body chose lots and divided into two opposing teams, Army v. Navy. In spite of their bloomers, blouses, headbands, and stockings, the players figuratively let their hair down, literally pushed their bloomers above their knees, and put their whole hearts into the contest. Their supporters supplied songs, cheers, screams, and howls.

Other faculty lent themselves less enthusiastically to the project of the teacher as artist. William E. Riley, hired by Durgin, still drilled the young women rigorously, even mercilessly, in the Palmer penmanship method, which they were expected to pass on intact to their students. He also gave investment advice free to the faculty and taught students how to keep a school attendance register. Miss Mabel Turner replaced Weed in nature study. She was "a bit of a martinet" to her students, indulging herself in "sharply punctuated criticism," but her plants thrived and bloomed in the old physic lab's zinc-lined, recessed tables. Students dug gardens, collected leaves, and brought in specimen: cockroaches from the mills and bedbugs from old tenements. The lucky ones captured grasshoppers. Some students enjoyed her Down Maine humor, using her brother's constipation to illustrate a sensible diet. The librarian's job was repeatedly refilled. The library was very sparse. Weed had apprently discarded most of the earlier books and all the scientific equipment.

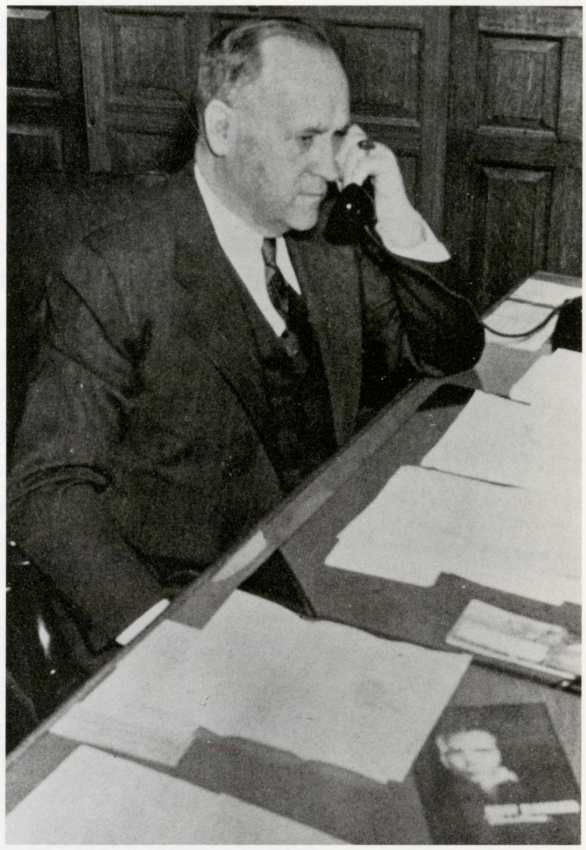


Miss Emma Ramsay, graduate of Boston University and graduate student at Columbia University, was in charge of the teacher training program until her retirement in 1947.

Miss Emma Ramsay, director of educational practice and of the training schools in Lowell and in Tewksbury, provided a distinct contrast to the artistic spontaneity Weed was attempting to encourage. Hiscoe remembered her as a "short, round woman with an almost forbidding severity of facial expression," a perpetual scowl. She was formal, highly organized, and exacting in what she expected from students and from her training teachers. She had sat at "the feet of [Edward L.] Thorndike" at Columbia University. Ramsey "hammered his laws of learning and ideals" as well as

those of John Dewey "into the minds and consciousnesses" of the students. This included work on deductive and inductive reasoning in addition to whatever creative expression Weed managed to force into her educational philosophy. To work this out between two such forceful personalities must have been a major if tumultuous achievement.

The cauldron was the Lowell training schools at the Bartlett directed by Charlotte Murkland and at the Washington School under the direction of "that most lovable and kindly of men, Mr. John Barr." In the 1920s each student taught in the lower and upper grades of elementary education. Two country schools in Tewksbury with grades one through eight provided trainees with a typical rural experience. Three solid months were spent by the student teacher preparing and executing lesson plans under the eyes of the training school teacher and a visiting critic teacher. Occasionally a training teacher deliberately walked out of the room, leaving the student teacher at the mercy of "thirty or more young wild Indians," the experienced "training school kids," until she was ready to scream for help. These children knew their powers and could be angels or devils. After this trial, the graduates were ready for almost anything. Some became lawyers, artists, musicians, administrators, but most of them skilled teachers.



James M. Dugan, former superintendent of the Cambridge school system, became president in 1936, serving until his retirement in 1950. He is pictured in his office in 1940.

The routine of the school had not changed much when Hiscoe arrived in 1925. Even in the era of the "flapper," rigorous standards of dress were still observed: skirts at mid-calf and not an inch shorter, any makeup was intolerable. No gentleman callers were welcome. Classes began just after nine o'clock with the assembly, students seated at their desks which held their books and belongings. Classes ended at ten minutes to three so that students could catch the trolley for the three o'clock train. There was a smoking room for male faculty only; a few women teachers puffed secretly in their private offices.

As a group the faculty tried to set a high example for the students: no loud or boisterous behavior, always the expected, never the unusual, dressing conservatively, no public act of drinking or smoking, not even the use of slang. Teaching was a dignified profession conducted by respectable people proud of their work and vigilant about appearances. The morning assembly set the tone for the day, for the month, for the semester. Faculty members sat on a platform, facing the students. Students had their assigned desks and promptly occupied them.

The assembly was regimented. Before 1932 each class, the junior and

the senior, was divided into four sections with assigned places. A "traffic" chairman, elected by the Schools and Society League, made sure all were in place, read notices for the day, and, as some graduates remembered, cast dirty looks at the student whisperer or latecomer. Class section secretaries took attendance. The principal rose to read from Psalms, conduct the Lord's Prayer, and preside over the hymn-singing.* Under Weed's administration, the faculty were expected to give some kind of performance at the morning assembly, whatever best displayed their knowledge or abilities. Descriptions of travel, a scientific report, or musical performance were highlights. Even students joined in occasionally. When they did, music of the diverse cultural backgrounds of the student body echoed for the first time in the building. The morning bell ended the assembly but kept ringing the class hours throughout the day.

*The sectarian and patriotic nature of these exercises is striking. Governors' proclamations were solemnly read, followed by a chorus of "God Save the Commonwealth!"



Dugan inherited an aging faculty but quickly hired new blood, starting in 1936 with young Marguerite Gourville, third from the left in the top row.

At lunchtime, the faculty and the students shared a basement room, but the posters on the walls demanded decorum and ladylike behavior, even as giggling girls sought relief in each other's company. They risked eagle eyes, downturned mouths, and shaking heads. If this did not work, Schools and Society members reported the offenders' names to the office to be dealt with by Miss Cheney. Most students accepted being criticized for their clothing and hair styles and "told where to get off, early and often."[4] Some, like one Canadian-born graduate, were more rebellious in their thoughts. "If you did something, it was usually the wrong thing, you shouldn't have done it; and if you didn't do it, you lacked initiative." "We were told what to do and we did it or else we got out." There were no elective courses; all students faced the same faculty, most with "fear and trembling," at least at first.

On Wednesdays the schedule changed a little. All classes were over at two o'clock, and the entire college assembled for a lecture or recital. Because Weed was in charge of the Moses Greeley Parker lecture series for the city, he insisted that all contracts stipulated one performance free at the Teachers' College, in addition to the speakers in the Todd lecture series endowed by a Lawrence businessman. Membership in a student club was mandatory. The choices were dignified and proper: child study, mental hygiene, social etiquette, sketching, dramatics, Girl Scouts, even aviation with a trip to an airport. On Friday afternoons these clubs held meetings, although most were parties—too many in the faculty's opinion. Students could giggle and gossip together and consume huge quantities of potato chips, ice cream, and sour pickles, a combination that turned Hiscoe a bit "green."

If any faculty showed up at these parties, they were "taken off," their mannerisms and favorite jokes mimicked, and generally felt their dignity shaken. Hiscoe believed that this merriment and the school vacations were a "real safety-valve" for institutional tensions. There was no school newspaper or yearbook.[5] The faculty were expected to attend the very formal dances as chaperones. Hiscoe wore a dress suit and danced the night away with the students, while most of the faculty sat in their assigned corner of the assembly hall. Hiscoe observed that although the dances ended promptly at midnight, most couples took two to four hours to reach home—whatever the actual distance.

Mary A. Halleren (Class of 1927) was born in Lowell. She had dreams of a medical degree but had to settle for the Normal School. She taught for fifteen years after graduating in 1927 and "loved" it. In 1942 she joined the Women's Army Corps and graduated from the first WAC Officer's Candidate School at Fort Des Moines, Iowa. She commanded the first WAC Battalion that arrived in Scotland in 1943 to support planning for D-Day. In 1947 she was promoted to colonel, the "little" colonel for she was only five feet tall, and became director of the WACs for six years. She led a campaign to integrate women into the regular military services, culminating in the Women's Armed Services Integration Act of 1948. She retired in 1960,

after gracing the cover of *Newsweek* magazine in May 1951 as "Boss of the Ladies' Legion."

Rosalie Cameron (Class of 1928) was a second generation graduate of the Normal School. Her mother graduated in one of the first classes and taught second grade at the Abraham Lincoln School in Lowell until she married and her job was terminated. Rosalie, from a family of six children, and her friends walked to the school. The Lowell mills were already in depression. Mary B. McQuade (Class of 1928) also walked across the city from Belvidere, collecting friends en route.[6] They all felt brave: there was no money to take a bus or trolley, lucky if their father had a job, and honored to be allowed to attend classes. Many worked hard in the mills all summer or waited tables at summer resorts to get together enough money for clothes and the gym fee.

The job market for teachers was terrible. No teacher ever quit. Students in the class of 1928 desperately tried to grow out their shingle-bob hair styles, knowing that no country school district would have them. They could not, however, disguise the fact that many were Catholics, unwanted in rural New England. Some brave girls complained about being asked to state their religion, and the practice was ended. Only ten of Cameron's graduating class of about 150 got jobs. Rosalie herself waited a year and a half for a position. Then she left teaching, went to business school, and worked for an auditor whom she married. Miss Damon was regarded as a real businesswoman; she "got all her [music speciality] girls places."

Other graduates accepted office work or "subbed" until their name came up on the list of potential teachers. Mary McQuade was fired from a rural school in Jefferson, Massachusetts, for dancing with one of her students and refusing the approved boardinghouse. Catherine Cryan (Class of 1939) volunteered to teach at Keith Hall for no pay, just for the experience.[7] At the end of the semester, the head nun asked her if she collected holy pictures. Yes, Sister, she said. Well, said the nun, how would you like a picture of Alexander Hamilton? Catherine gratefully accepted the ten dollar bill. The next semester she was offered a job in Winchendon, Massachusetts. The sisters had prayed for her.

Catherine Cryan, born into a Lowell family of nine, lost her mother during her freshman year in 1935 and lived as the oldest girl in an extended family of close relatives. She decided on her first day at St. Peter's school to be a teacher but to be different. She would reward the kids that stayed good and not just the ones who "got good." She was always good. Catherine disliked the coed atmosphere of Lowell High; she was too smart and ambitious to be popular. Her grandmother once wrote poetry. Her mother skillfully handled her father's strong objection to "educating a girl" but did not live to see her graduate. After working the whole summer in a cracker factory, forty-eight hours a week for twenty-five cents an hour, she earned enough to pay her own fifty-dollar tuition and fees. Catherine entered the college in 1935 as one of the first class "that had no choice."[8]



Marguerite L. Gourville became the first of a new generation of young faculty who transformed the college during the postwar years.

Everyone had to take the four-year degree program.

The Class of 1939 was also the last class to wear middy blouses and bloomers in the gym. Miss Bailey left during 1935 after thirty-five years of service and was replaced by Miss Marguerite Lee Gourville who introduced new gym suits and *avant garde*, Martha Graham-style modern dance with flowing robes, dance tubes, and leotards.[9] Catherine's goal was to teach English in high school, so she enjoyed Miss Lovell's classes in English and Miss Kirby's classes in storytelling. She ignored Mr. Riley's opinion that she had the handwriting of a "moron," going directly after graduation to Boston College for one year and did well.[10] In 1939 there were no jobs, no jobs for teachers anywhere in Massachusetts. Many graduates took positions in rural New England, in one case for as little as $595 for the Vermont school year.

The onset of the depression years created changes that only slowly penetrated the world of the teachers' college. Hiscoe regretted that the students were relatively unprepared for a world of political and social upheaval or for the prospect of no job at all in teaching. One example was the guest in 1940 for the endowed Todd lecture series. The college welcomed Dr. Heinrich Bruening, ex-Chancellor of Germany and supporter of Hitler, who discussed "the problems of democracy" as Europe was torn apart by war.* Enrollments kept declining for two decades, and the future of the college was in question. Before Clarence Weed had retired in 1935, he urged Hiscoe to get his college degree to protect his own future.[11] Hiscoe replaced Blanche Cheney in history and government when she was named full-time Dean.



One of Marguerite Gourville's innovations was modern dance. In the center, dressed in a Martha Graham-style dance tube, is Mildred Scanlon, Class of 1936.

By the spring of 1936 Weed was gone, and in his place was James

*Isolationist sentiment ran strong in Massachusetts in 1940. The Todd lectures also provided more positive subjects such as the poet Robert Frost.



On a brisk day in 1939 students are ready to begin classes.

Dugan from Cambridge who abandoned Weed's experiments. Dugan was born in Ware, Massachusetts, in 1880 and earned a B.A. at Amherst College in 1902. Beginning his teaching and administrative work in Ware, he joined the highly regarded Cambridge school system in 1910 and by 1935 had become the assistant superintendent of the system. During his presidency at Lowell, Dugan lived in Cambridge.

Catherine Cryan recalled the transition between the Weed and Dugan administrations as a shift from being treated like high school kids to an atmosphere more open, flexible, and collegiate. Morning assembly was no longer mandatory. The assigned desks were removed. If a student did not have a class, she could actually leave the school for an hour. "Our time was our own." She objected, however, to the physical exam. The assembled freshman students wore triangles of cloth tied over their shoulders to hide their nakedness. She tied hers to conceal her lack of development, but the doctor untied the knot, slung the cloth over her shoulder and listened to her vital signs. "He was lucky I didn't hit him." As a freshman she was assigned a big sister who was a junior but was disappointed that she was out "cadeting" or student teaching. She disliked the sparse library and the gloomy cafeteria. The O'Neils were long gone, replaced by staff from the Lowell Vocational School. "Every sandwich regardless of what it was labeled . . . was always mostly cabbage, chopped cabbage," but they only cost a nickle. It was still hard times.



Having removed their coats, students clatter up and down the two main staircases, going to class.

Catherine loved the changes that the Dugan administration brought to the school and had a special affection for him and for Dean Cheney. Once Principal Dugan drove her and her brother at Lowell Textile to a local hospital to visit their dying father. To her Dugan was "special," "an angel," "a beautiful person." He also was the first Roman Catholic head of the school and as such was not warmly welcomed by most of the faculty, even the few Catholics. Mary

McGauvran (Class of 1939) described the college as a "girls' seminary," before Dugan arrived to give it a collegiate atmosphere. He quickly became a well-loved father figure who kept an open door to the faculty and students.

The flood of 1936 closed the Teachers' College for a while. Floodwaters from the Merrimack rose up Wilder and Walker streets and reached Broadway in front of Coburn Hall. The Boston and Maine tracks behind the college slowly flooded disrupting rail service. Coburn Hall was surrounded by the devastating flood, its students and faculty unable to reach the school, but there was no damage to the building or grounds. When the flood receded, classes resumed.

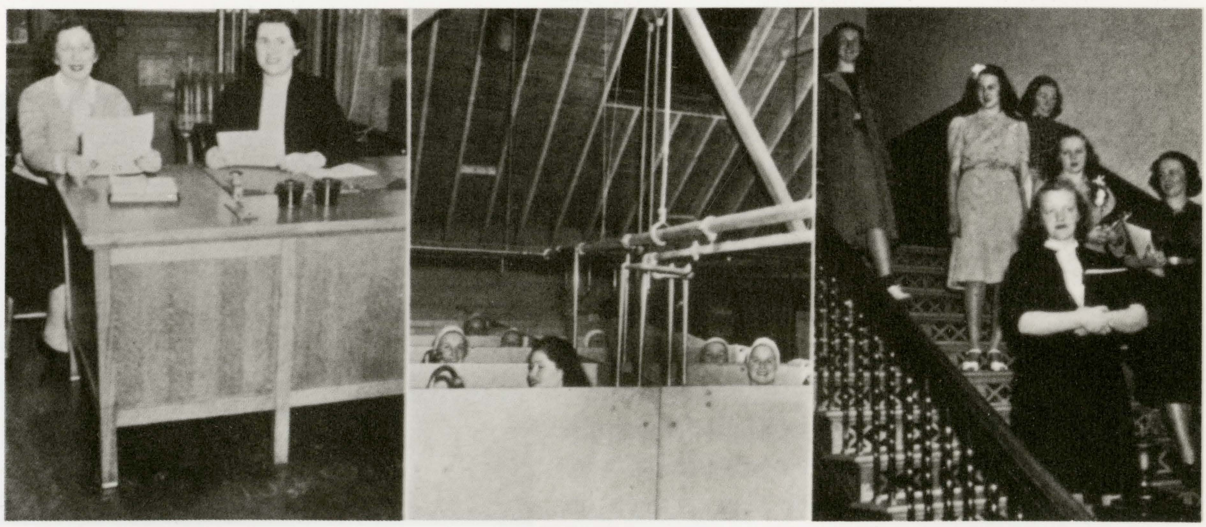


Mary Elizabeth McGauvran, Class of 1939, was active in the drive to keep the college open in 1939 and later joined the faculty during the Daniel H. O'Leary administration.

One of Dugan's most important moves was the hiring of younger faculty. The first was twenty-two-year-old Marguerite Gourville from Salem Teachers' College. She was not only a fresh wind but a whirlwind of new activity. Born in 1907 and schooled in Everett, Massachusetts, Marguerite Gourville earned her diploma at the Sargent School of Physical Education at Boston University and her B.S. in Education at Marywood College and her M. Ed. at Boston University. She began teaching at Fitchburg Normal School, then moved to Salem. James Dugan hired her in January 1936. She felt even younger among a faculty in their fifties and sixties, but she had Dugan's full support to make changes. She enriched graduation by creating traditions and customs: the planting of ivy by the graduating class and singing on the steps of Coburn Hall. She stimulated social life with parties, dances, and award banquets built around changing themes. This both excited student imaginations and was simply fun. The junior class held a special initiation or investiture for freshmen.

Gourville reached out to the surrounding community by cooperating with the International Institute and working with Grace Gordon Pierce in music to produce an ethnic festival in 1936 at the city auditorium. She initiated annual teas for the students' mothers and fathers' nights with their daughters. Spring vacations were spent by many class members at Hamp-

This composite picture in 1940 shows Dugan's small office staff, the marble showers on the fourth floor, and one of the staircases at each end of the building.





Class officers in 1944 with their adviser, center, Marguerite Gourville, all dressed and coiffed in the style of wartime America. From the left are Kathleen "Kitty" Tyrell, Irene Wallace, Mary Canney, and Dorothea "Dodie" Finn.

ton Beach in adjacent cottages. Her energy attracted almost everyone to some kind of sport just to be around her. She was particularly proud of the modern dance program which she hoped would develop into a department like music. Formality remained the style at dances that were held off campus for the first time. Still students' escorts had to sweat their way through reception lines. The Class of 1939 chose her as class adviser and as such the *Knoll* was dedicated to her. All this from a young instructor in physical education. The other faculty "just stood back and let her do it."[12]

By 1946, with the retirement of Miss Lovell and Miss Chute, James Dugan was able to hire other well-qualified younger faculty, for example Elizabeth A. Neilson to help Rita Gourville who had been appointed Dean in 1944 when Blanche Cheney stepped down. Grace Pierce in Music replaced Miss Damon, and Mary A. O'Rourke from the Harvard University School of Education taught Language Arts.[13] Marie M. Gearan filled Emma Ramsay's place in student teaching. In turn, they too became class advisers. Over two decades, a younger generation slowly emerged in the faculty. The depression years, however, stretched on; class sizes fell; and jobs disappeared. There was, nonetheless, an *esprit d'corps* among the students and faculty at the Teachers' College. In 1939 this became vital to save the school from closing.

The depression of the 1930s hit every basic industry in Massachusetts and led to falling state and local tax revenues. Even Democratic Governor James Michael Curley began to talk budget retrenchment and closing state institutions. Curley was defeated in 1938 by Republican Leverett Saltonstall who pushed retrenchment in all branches of state government, naming, for example, four state teachers colleges that should be closed: Hyannis, Westfield, North Adams, and Worcester. The reasons were predictable: teachers could not get jobs in the depressed economy. Saltonstall's remedy was to limit the number of graduates by closing nearly half the colleges. He expected the teachers colleges to fight divisively among themselves to stay alive. He also counted on



In tune with 1940s music was the "Swing Shift" band organized in 1945 by Elsbeth Ohlson and used at bond rallies and student athletic activities such as the competitive "Army/Navy" games.

the solid support of the Massachusetts Federation of Taxpayers' Association and the Republicans who controlled the House Ways and Means Committee to deliver his program. None of this happened.[14]



Field hockey on the grounds behind the building was another favorite sport, pictured here in 1942.

Instead, the MFTA (perhaps as a result of poor staff work by the governor) endorsed the closing of different colleges: Hyannis, Westfield, Framingham, and Lowell. In response, all the teachers colleges rallied together to prevent the closing of any school. Because as state employees faculty and administrators could not openly lobby in opposition, students, alumni/ae, local Republican and Democratic representatives, mayors, state senators, and community groups carried the message to Beacon Hill. They sent giant petitions and mailings, attended tumultuous public meetings, and built coalitions with powerful groups such as the League of Catholic Women, the Massachusetts State Federation of Labor, the American Legion, and many other service clubs.* They all argued that in a depressed economy young people, especially from low-income families, needed a chance at higher education in low-cost institutions to sustain a democratic society. In an era of isolationism, some called for the closing of state armories instead.

On the Lowell campus, five students formed a committee to coordinate regional opposition and received help and advice from Principal Dugan and Mr. Riley. They were Elizabeth McCarthy, Billerica; Madelyn O'Neil, President of the Senior Class, Lawrence; Josephine Hourihan, Somerville; Helen Welch, Winchester; and Senior Mary McGauvran, Student Government President, Lowell. This committee collected 16,000 Lowell area signatures in favor of retaining the school and supported lobbying against Saltonstall's proposals. They broadcast this message on local radio stations: "Would you spend what it costs to buy a package of cigarettes to keep the teachers college open?" The public answer was yes. In late April the Republican House Ways and Means Committee revolted against the governor. They assured funding for all the teachers colleges for the next fiscal year and recommended a study of the question. With Saltonstall and the MFTA divided on where the budget ax should fall, the public aroused, and the House Republicans opposed, the issue ended with all colleges intact.[15] When war broke out in Europe that fall and the U.S. economy recovered, more teachers' jobs opened and the placement crisis eased.

Class sizes remained small throughout the 1940s, some years as few as thirty. Catherine Hill Goodwin (Class of 1943) remembered the school as possessing an almost timeless quality. She attended classes in a build-

*Each of these groups had programs or institutions to protect from the budget ax.



Coeds in 1946 gather in front of a new college sign.

ing that had not changed much since it was built. Many of the faculty had taught in the school for their entire careers and were nearing retirement. Many seemed as old as or older than "the bricks in the building:" Misses Cheney, Chute, and Lovell. Mr. Riley who retired at the end of her sophomore year had already given up. He decided the students would never use what should have been included in a physics course. The first semester the class covered Chapter One in their physics textbook; the second semester, Chapter Two. The rest of the classtime was spent on how to budget and save money; how to walk downstairs like a lady; how to repair a car and change a tire; how to wring out clothes by hand; and how to prime a pump and build a wood fire for a rural school. She recalled the music instruction of Miss Pierce who believe that every girl could sing soprano if she breathed properly and concentrated.

Before 1942 girls who married were encouraged to leave the college. Most communities hired only single women or widows, but that changed during World War II when teachers were in short supply and they could and did object to these restrictions. Jobs became available to wives and mothers who taught for many years. During wartime, social activities were difficult because of gas rationing. Students sold war bonds, attended USO functions, donated blood, wrote letters, and sent packages to men in the armed services. Sailors in bell-bottomed trousers attended the Senior Prom in 1943.

Martha Yeshita (Class of 1946) was an American-born daughter of Japanese and Caucasian parents. She was sent east to live with an aunt in 1941 by her California family to keep her out of the internment camps for Japanese Americans. When she applied for admission, there were some remarks about no "Japs" in this school. According to Marguerite Gourville. she had bright red hair with Japanese features and was "very, very brilliant." The college faculty responded to her vitality and ability and became very cordial to her.

Dugan worked hard after 1947 to get the college accreditated with the American Association of Teachers' Colleges.[16] Student files were regularized, additional books were purchased for the scanty library, and visits by the A.A.T.C. encouraged changes. Still accreditation was withheld, primarily on account of the state of the library. In the Class of 1950 there were nine men on the GI Bill among the sixty-nine graduates, many in music education. Graduates not only found jobs but could keep them when they married. Postwar population growth meant growing demand for education on all levels. The baby boom of the 1940s and 1950s would change the Massachusetts school system profoundly, but there were few signs of this when James Dugan abruptly retired on his seventieth birthday in the spring

of 1950.[17] Dean of Faculty Marguerite Gourville was appointed acting president while the Board of Education searched for a suitable candidate. Everyone on campus was intensely curious. The rumors were "somebody from Boston . . . wanted . . . Lowell."[18]

Endnotes

1. Typescript on building naming (1971) from the Daniel H. O'Leary papers, and DeMeritte Hiscoe's personal recollections, 1925 to 1936. All quotes unless otherwise indicated are from Hiscoe.

2. When the Normal School reorganized in 1932, Cheney became Dean.



Practice teaching by students called cadet teachers was central to the Teachers' College experience.

3. Interview with Rosalie Cameron.

4. Interview with Mrs. McQuade.

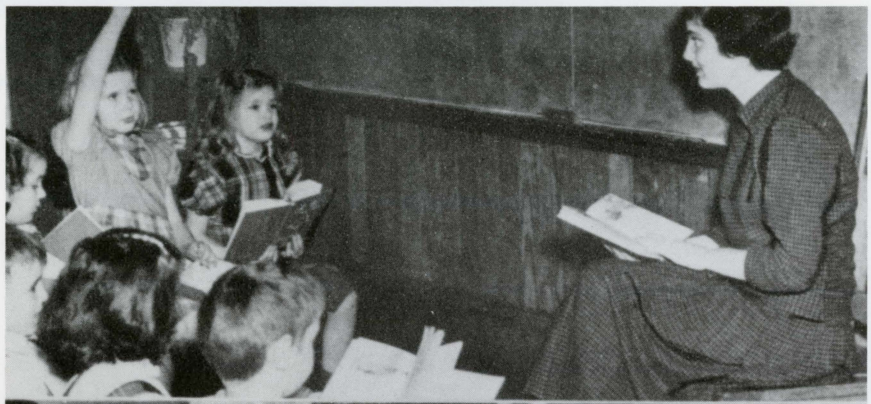
5. The first yearbook at the Normal School was an informal scrapbook in 1931. Two issues of the *Marm* [Schoolmarm] appeared in 1934 and 1935, followed by the *Knoll* in 1936. The *Campus Star* began in 1945.

6. Interview with Mary B. McQuade.

7. Dr. Catherine Cryan LeWicke received her Ed.D. in 1992 from the University of Massachusetts Lowell.

8. Until 1935, the three-year diploma was an option.

9. Miss Damon also left possibly in disagreement with Dugan's leadership, observation to the author by Mary McGauvran.







10. At the time of her interview in 1978, she was working at Worcester State College.

11. Weed lived on Andover Street in Lowell until his death in 1948.

12. Interviews with Mary McGauvran and Marguerite Gourville.

13. O'Rourke left Lowell for the state Department of Education and then went to Salem State College.

14. Leslie R. Mc-Donnell, "Saltonstall v. Massachusetts: The Attempt to Close Lowell State Teacher's College, 1939."

15. A few year later, the college at Hyannis was closed.

16. Elaine MacDonald, "Accreditation and Growth of Lowell State, 1946–1957."

17. Dugan resided in Cambridge until his death on February 27, 1960.

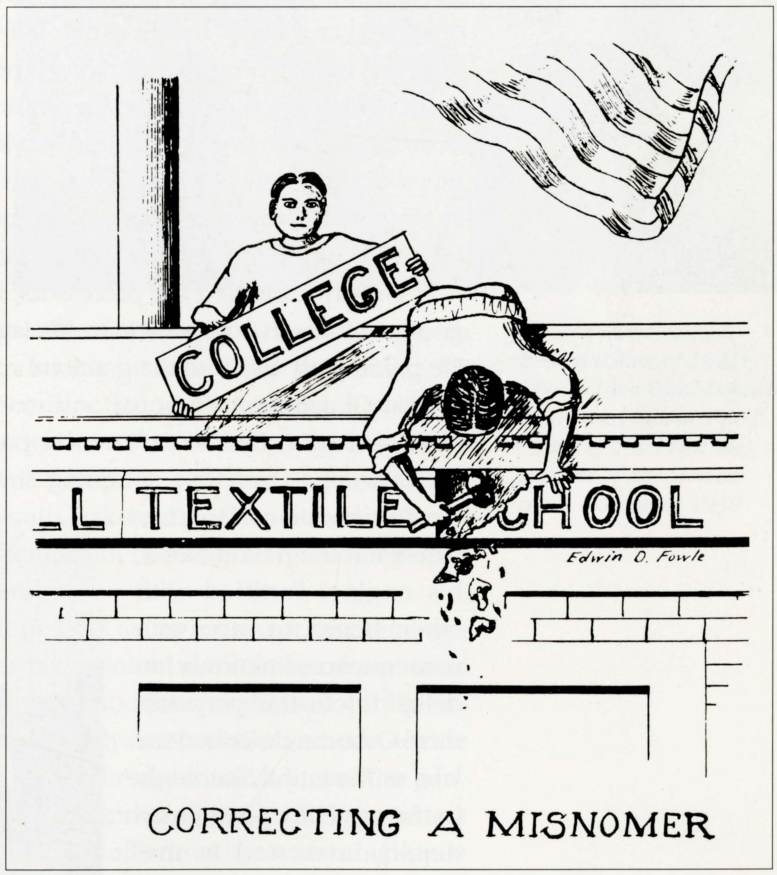
18. Gourville interview.

Student teaching put theory to practice in both training school and public school locations.

CHAPTER IV

Trade School to Textile College, 1920–1945

In 1928 the state legislature renamed the school, the Lowell Textile Institute. This was a change sought by the day students and the student newspaper, the *Text* founded in 1921, and pushed by the faculty and Principal Eames. The shift in name was symbolic. The word school suggested a technical education on a high school level. An institute headed by a president offered a collegiate-level education. This change reflected new developments in the curriculum, recruitment of more students, growth in faculty, and a general striving to create a college atmosphere equal in status to other technical colleges such as MIT.



A student cartoon in 1924 illustrates the change from textile school to college.

More programs were added to the curriculum. Matriculation required a high school diploma including courses in algebra, plane geometry, English, French or German, history, and physics. As a result, the gulf between



Gordon Osborne graduated in 1928 as a textile engineer and could choose from many job offers.

the day and night students widened. The Institute could confer four-year degrees in all its programs, instead of three-year diplomas.

During the 1920s and 1930s, the student body slowly shifted from primarily New England Yankee residents, especially from areas adjacent to Lowell, to a more varied and even cosmopolitian group. Students came from New York, New Jersey, and the American South, especially from Georgia, the Carolinas, and Texas. In addition, foreign students from areas developing textile industries in Latin America (Mexico, Ecuador, Brazil, and Colombia) and in Asia (the Philippines, Japan, India, and China) came to acquire a technical education from an institution known worldwide for its excellence. As one student from Ecuador put it: he knew only three colleges in the United States—Harvard, Yale, and Lowell Textile.

Gordon Osborne matriculated at the Lowell Textile School in 1924. His father, a Canadian, worked as a civil servant in the British Indian government. Gordon was born in Mussoriee, India, in the Himalayas, in 1906. His father served in World War I and was badly injured by chlorine gas. Shortly thereafter the family decided to immigrate to the United States. After a classical education in a private school in Connecticut, Gordon decided at the age of sixteen to join the Indian Army, but became bored with the routine and returned to New England. At Lowell he chose the textile engineering program, which involved courses in physics, mathematics, and mechanics. He boarded on Varnum Avenue and worked his way through college, sometimes working on the night shift at one of the mills, but glad to accept a job at twenty-one cents an hour as a grader for one of the faculty. This offer belonged to the top student in the class the previous semester.

Osborne admired the professors, remembering them as exceptionally good teachers in comparison to his later experiences at Harvard and MIT. He particularly admired the gracious and kindly Gilbert Merrill, head of the Cotton Department. Osborne and many other students disliked their English instructor, James G. Dow. He parked his Essex automobile close to the basement dyehouse, tempting students to tamper with his gas tank. One afternoon as Dow sedately left the parking area, his engine, fortified with ether, began to race with consequences unknown but delightful to the perpetrators.[1] Osborne described the labs as "beautiful," certainly to the eyes of a young man deeply interested in mechanics. As an engineering major, he had one elective in his senior year: cost accounting. Osborne shared

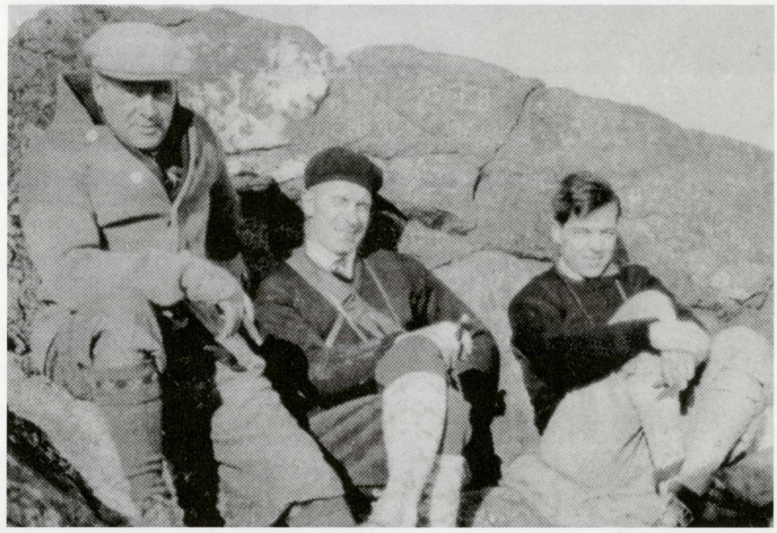


Freshman hazing, pictured here in 1918, continued in the postwar years.

with many other students a sense of the very special nature of the Institute: the small classes, the excellent instruction, and the close personal relationships between professors and students. When he graduated in the spring of 1928, he received at least ten immediate job offers.

Some students like Gordon Osborne had started their course at the Philadelphia Textile School, but preferred the prestige, fuller programs, and the degree awarded at Lowell Textile. Since tuition was higher for out-of-state and foreign students ($150 for in-state students, $200 for out-of-state students, and $300 for foreign students), these additional revenues added to state funding and allowed the Institute to expand its programs and diversify its faculty. In 1921 eight full-time professors and twenty-four instructors taught the classes.

One such new face was Elmer E. Fickett, hired in the Textile Chemistry program in 1917. He was a chemical engineer with a non-textile background and an approach to education that offered his students unusual opportunities as well as exacting courses in chemical analysis. Fickett was a New England Yankee, born in 1884 of a family of Maine shipbuilders and merchants. He graduated in 1908 with a degree in Chemical Engineering from Tufts and had worked one summer at the River Works of General Electric in Lynn, analyzing steel from an open hearth furnace. After graduation, he took a series of jobs in industrial chemistry that ultimately took him to the University of North Dakota Mining School as an instructor in Ore Treatment. This gave him an opportunity to work as a mining engineer at the fabulous Homestake Gold Mine in South Dakota. Later he worked at Washington University in St. Louis as a chemist but disliked the racist admission policies and returned to New England.



Elmer Fickett, Russell Brown (Class of 1921) Chair of the Wool Department, and Edward Bell (Class of 1924) on the summit of Mt. Monadnock, November 1930.

When Fickett arrived in Lowell in 1917 as an instructor of chemistry, he welcomed the state takeover. In his opinion, the textile corporations had not been very generous in their contributions to the school. He offered his students courses in chemical analysis of textile and non-textile materials, a broad work experience in the chemical industry, and the generous heart of a well-traveled and open-minded individual. His students obtained jobs not only with textile and dyestuffs firms but with other kinds of chemical companies such as Proctor and Gamble.

During World War I, Fickett spent his summers as a civilian employee of the War Department, checking specifications on steel ingots purchased by the Royal Italian government and the Republic of France. J. P. Morgan



In 1921 this undergraduate student decorated his room with Ivy League pennants, fraternity signs, and all the symbols of undergraduate life in the Jazz Era of the 1920s.



The popular Jazz Age artist John Held was copied by the staff of the Pickout *to depict a senior in 1925 as a fashionably dressed "sheik."*

The Jazz Age, so named by F. Scott Fitzgerald, featured cigarette-smoking flappers in short skirts, bobbed hair, and rolled stockings as well as men in baggy knickers. These images appeared in the 1925 Pickout.

of New York and other banks lent the Allied governments money for these purchases, a financial relationship that some historians argue drew the United States into war with Germany in 1917. Fickett worked in the steel industry at Pottstown, Pennsylvania, and near Milwaukee, Wisconsin, where he was closely associated with German Americans who supported the Kaiser. They maintained good working relations simply by never speaking of the war. This wide experience made Fickett a fascinating instructor and a widely traveled and sophisticated man. In 1936 he visited Leningrad as one of the first American clients of Intourist, the Soviet Travel Agency. As he enjoyed the paintings in the Hermitage, Stalin was conducting a purge of the city. Fickett remained unmarried and had ample time to devote to teaching and to his students and their interests.

One of his students, Ernest James (later hired as a chemistry professor at Lowell Techological Institute) described Fickett's influence. "He naturally broadened our horizons. . . . He didn't stand up in front of the class



and say the whole world is textiles. . . . He said, This is Analytical Chemistry. I'm going to teach you about measurements." With his big Franklin touring car, he frequently took students off campus on trips to observe chemical manufacturing unrelated to textiles: the production of sulphuric acid, the gasification of coke, and the manufacture of alcohol. He told them, don't tell Dr. Olney about this, and they loved him for it. The day usually ended with dinner and a movie. Over the objections of Dr. Olney, one of Fickett's friends at the Massachusetts Mills in Lowell insisted that he be included in Olney's prestigous American Association of Textile Chemists and Colorists.

His popularity with the students increased with his willingness to manage the Lowell Textile Show, a major event that provided funds for the athletic program. He took over at the request of the quarterback of the football team after a particularly disastrous, money-losing effort. The Textile Show, called "The Hottentot," was modeled after the Hasty Pudding Show at Harvard with an all-male cast, some taking the female roles and wearing women's clothing. Fickett dealt with arrangements and advertising, winning the support of downtown businesses and catering to the general public. He hired a union orchestra and union stagehands. President Eames worried over the expense, but Fickett persuaded a downtown music store to handle ticket sales and the Scannell Boiler Works to donate trucks to move scenery. A dance followed the show that attracted the families of students from as far away as New York and New Jersey. The Boston newspapers covered it as society news. It was a public relations triumph for the Institute. With Fickett as permanent treasurer of the Textile Players, his work helped make the show a fixture in the social and athletic life of the students. He also used his car to transport athletic teams to away games and, despite his small salary, occasionally fed them out of his own pocket.



Although there were few female students at the Textile College in 1924, five of them formed a club. Their hair may have been bobbed, but their determination is apparent.

When Olney retired, Eames named Elmer Fickett as the Head of the Chemistry Department. From this position he offered his colleagues and students lessons not only in chemistry but also in tolerance. He possessed a deep sense of justice and fairness. He disdained the prejudices that lurked under the surface of the Protestant Yankee faculty against Catholics, Jews, and single men suspected of being "queer." He fought opposition to their employment or advancement and was admired for this. Fickett, a single man himself, defended both colleagues and students and protected them

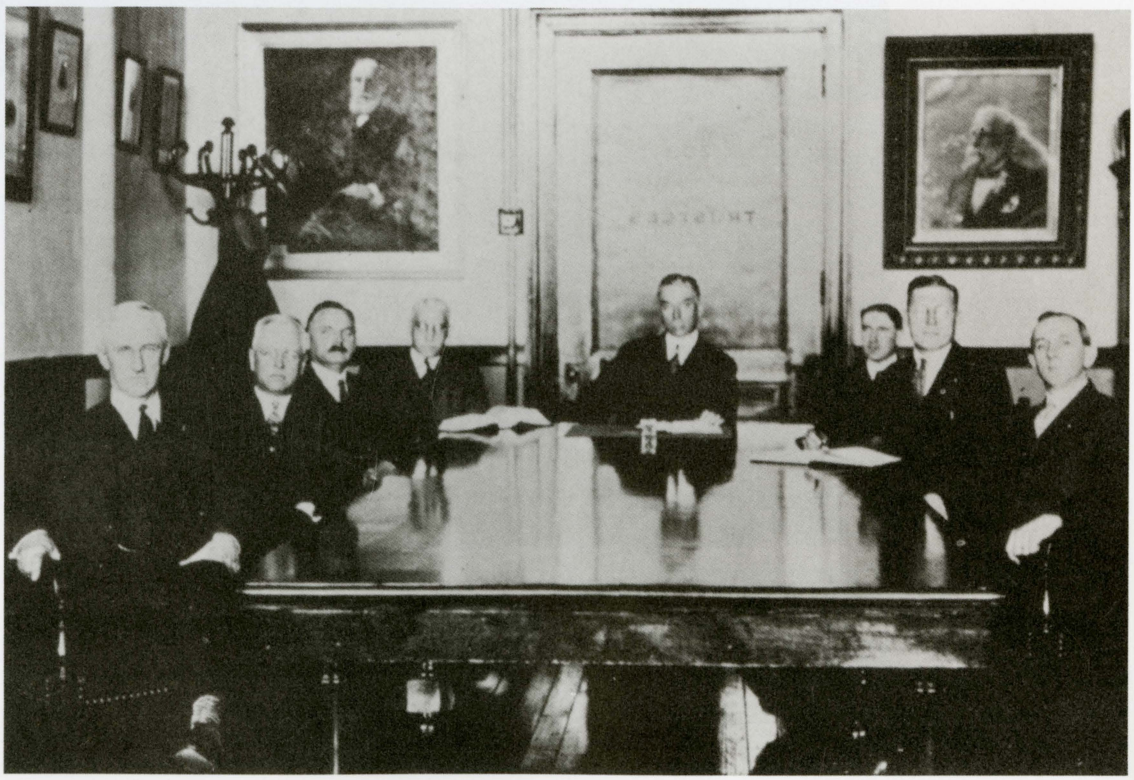


Few students owned cars in 1929; parking in the Quadrangle was no problem.

as much as he could from injury. He was a man of many facets. A devoted son of Maine who thrilled at the sights of Leningrad and Moscow. A natty dresser who loved his big touring cars yet willingly shared his small salary with others. He was a lifelong member of the Appalachian Mountain Club. He often visited the Yankee bastion of the Asticou Inn near Bar Harbor, yet he fought against bigotry. When he retired in 1954 at the age of seventy, he traveled and kept in close contact with his former students and scores of friends until his death at ninety-nine in 1983.[2]

Between 1921 and 1930, the student body averaged about 350 students annually. Their course of study remained challenging. Classes were held from 8:45 to 12:45, with one hour for lunch and study, then work in the labs from 1:45 to 4:30. Students were allowed to miss only one class out of fifteen. Exams for freshmen were required every five weeks; upperclassmen, every eight weeks. Semester grades were mailed to parents or guardians. The library remained quite small: mainly trade journals and reference books, none available for loan. Students relied on their textbooks, lectures, and labs. A majority of the students lived at home, commuting daily to the Institute. Others boarded near the campus or, if they could afford it, they joined one of four fraternity houses.[3]

The tiny minority of women students (only two in 1921 out of 340 men) at first majored in Textile Design and Decorative Arts. Then a few outstanding female students majored in Chemistry and Textile Engineering, but the male undergraduates regarded them with suspicion as husband-hunters. By 1937 there were enough women on campus to form The



This office scene in 1930 includes what the Pickout *labeled "The King and His Court," that is President Eames and his Department Chairs who carried out College policies. On the wall of Eames' office are two portraits later lost: on the left, James T. Smith, recently identified and restored, and on the right, Royal Southwick, still lost.*

Phlame, the first American textile sorority. Coeds had finally become accepted into the campus culture.

Also barely visible were the twenty to thirty Chinese students who had their own Chinese Students' Club organized in 1921. They spent most of their time working hard in preparation for their return home. Each year the Chinese students celebrated the anniversary of the founding of the Chinese Republic in 1911. As one of these students wrote in the 1921 *Pickout,* they were impressed with Western mechanical wonders, skyscrapers, subways, and automobiles, but felt keenly the empty materialism of Western life and missed the spirituality of the East.



Among the foreign students in the 1920s and 1930s were a majority of natives of China and India. World War II tore China apart and challenged British rule in India.

Students from outside the United States met racial and cultural stereotypes, consciously or unconsciously the product of narrow New England upbringings or unvarnished bigotry. The two Villa brothers from Medellin, Colombia, William Horace (Class of 1924) and Louis Jorge (Class of 1925) were inevitably nicknamed "Pancho" but also called "Pedro" and sometimes "Murphy." Luis Jorge spent his family's money lavishly on fast cars and show girls; he was also an accomplished dancer and fighter. All Asians were characterized as "Foreign Students." The *Pickout* editors were sophomoric and merciless. Anant Vithal Datar (Class of 1924) from Bombay was known as "Rajah" or "Snappy," a reference to his fondness for elegant clothing. York Wai Wong (Class of 1922) was called "Murphy," "Joe," and even "O'Brien." He specialized in the wool program, reportedly determined to replace silk and cotton in the Chinese wardrobe. Shih Ching Chen from Shanghai (Class of 1922) helped organize the Chinese Students' Club and earned the first Bachelor of Textile Chemistry as a foreign student. A stoic among Americans, he was known as cheerful and boisterous with his countrymen. He permitted no nicknames.

Perhaps most visible to the community was the parade or "peerade" of the freshmen each October. This public hazing consisted of the freshmen in their freshie caps but without their shoes, their trouser legs rolled up and their coats inside out. They were at the command of upperclassmen who carried large wooden paddles to enforce their orders. One student remembered a particularly humiliating occasion in 1934 when they missed lunch to march across the river to entertain the women students at the Teachers' College.[4] Dressed in their red beanies, white work gloves with blue wristlets, black cotton shirts with a bright red ribbon bow ties, they were forced to put on a show for the fascinated young women under the stern vigilence of upperclassmen with paddles.

The most enjoyable time of the academic year was Upstream Day in May. Buses drove to campgrounds in Tyngsboro or southern New Hampshire for band music, baseball games, foot races and other track events, lunch, and the inevitable food fights. In 1909 at the first Upstream Day, students had boarded the side-wheeler steamboat *Governor Allen* at the Vesper Country Club and chugged up river to the campgrounds. The main event was the seniors v. the faculty baseball game. Each year a challenge was issued and accepted. The seniors usually won. Less certain was the annual Freshman-Sophomore Tug-of-War over a muddy ditch. The Freshmen about to discard their caps had a chance to get revenge for their first year's hazing.

The impossible ratio of the sexes at the Institute was a major problem for the social life of the campus. Although in the 1920s the Normal School with its female students was located only a stone's throw away on the south bank of the Merrimack, social contact with the young male undergraduates was severely discouraged by its administration.

In a desperate effort to copy the Ivy League pattern of sister colleges, Textile's students formed a relationship with the University of Maine at Orono. Every few months a busload of female undergraduates would arrive in Lowell to attend social activities such as fraternity vaudeville acts, dances, plays, and weekend parties. In Lowell, if not in Orono, bootleg liquor was readily available. One memorable fraternity house party in 1922 turned into a three-day event of dinners, dances, the Saturday football game, then more dining and dancing to bands at the Vesper Country Club. Each year the senior class hired an orchestra and danced until dawn.

School spirit rose and fell with the success of the athletic teams. The costs, however, of hosting games at Lowell included paying the expenses of the visiting team. The athletic budget was small, but the state finally agreed to fund a position for a coach, Waldo Ward "Rusty" Yarnall. As a result, many of the football games were played at other campuses. One of the peaks of student spirit was the 1928 season when the football team went undefeated in eight games. According to the *Pickout* of 1929, most of the student body traveled to the last game against Worcester Technological Institute "on a perfect fall day to witness the climax to a glorious season."



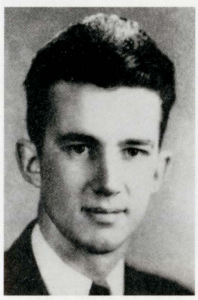
No college campus in the 1920s could have been complete without a football team such as this one in 1929. In the third row at the extreme right is Waldo "Rusty" Yarnall, recruited to help Lester Cushing with the popular athletic program.

Fred Burtt of Lowell, the son of Edith Flint, one of the first graduates of the Lowell Normal School, enrolled in the Textile Engineering program in 1927. He remembered many of the colorful nicknames for

the professors that were universal among the undergraduates. The Head of the Textile Engineering Department was an English immigrant, Edgar H. Barker, who was called "Sir Edgar." He knew everything; nobody could tell him anything. His worsted instructor John C. Lowe was dubbed "Limey" Lowe, a mathematical whiz with a heavy Yorkshire accent and a very strict disciplinarian. Both came from Bradford, the English woolen and worsted center, and had worked in the Lawrence mills. One incident concerned woolen instructor James Kennedy, the "Snooper." He had the reputation of always watching the students to prevent mischief-making. One day in the wool scouring lab, while the students were working on dirty, soaking, greasy wool, a fight broke out, and one of the students ran out the fire door. The rest waited. When the door finally opened, it was "Snooper" Kennedy who got plastered head to foot with wet wool. The perpetrators almost got expelled.



Fred Burtt graduated into the depressed economy of 1931, but finally got a job in his field of woolen and worsted.



The future of the College lay with Kenneth R. Fox, who graduated as an outstanding student in 1938.

Burtt, who later joined the faculty at Lowell Technological Institute after years of working in the area's woolen and worsted industries, also remembered mathematics instructor Harry Brown, an English immigrant shellshocked from World War I. His nickname, "Shimmy" Brown, referred to his nervous reaction to stress, an involuntary shaking of the body that reminded the students of a popular dance of the era. A. Edwin Wells and Herbert J. Ball taught mill engineering; Herman "Heiny" Bachmann and Russell M. Fox handled textile design. Fox's son Kenneth, a graduate of the Institute in 1938, would replace Eames as President in 1945. Despite the nicknames, the undergraduates admired most of the instructors and professors. Weaving instructors, Martin J. "Porky" Hoellrich, "Snooper" Kennedy, and others won the respect of students with their hands-on experience in the Arlington and Pacific Mills of Lawrence. They were real mill men.

Burtt recalled the amazing variety of fibers that the students experimented on: mohair, cashmere, angora, vicuna, sheep's wool from around the world, mink hair, dog hair, cat hair, rabbit hair. Special Services, later the Textile Testing Lab (which ultimately evolved into the Research Foundation) proved a major source of income for instructors to supplement their meager salaries. They worked on contract for Eastern Kodak, Dow Chemical, DuPont, American Viscose, and other companies to test materials and helped work out the production of cellulose-based rayon and more efficient ways to scour raw wool.

When Fred Burtt graduated in 1931, the textile industry of New England was in deep depression. He ultimately accepted the position of a paymaster at the Newmarket Silk Mills in Lowell. The Newmarket was then specializing in the production of cheap casket cloth: mostly rayon, a little silk. The desperation of the unemployed textile workers, the meanmindedness of the management, the poor working conditions in the mill, and the standard low wages made Burtt so unhappy that in 1933 he welcomed a chance to join the Abbott Worsted Mills in Andover.[5]

The generation of depression-era students at the Institute included

and he soon was my best friend." In contrast to Victoria University, he found the system of teaching at LTI excellent with open and free discussion among students and friendly teachers, regular hard work, quizzes and graded homework, and constant faculty queries of student knowledge. "I had to be 'on the ball' all the time. . . . This difference [was] very important for foreign students. There [were] too many attractions, temptations and possibilities in the developed countries."



Another popular social event at the college was the Textile Show dance, pictured here in 1939.

When Acar returned to Turkey and established his family, he sent both his sons to the United States for their education. After working for seven years in government-owned textile mills to repay the state for his education abroad, Acar, using credits from the World Bank, helped found the Teknik Boya, one of the biggest commission dyeing firms in the Balkans. He served as chairman for fifteen years.[6]

During the disastrous March flood of 1936, the Institute provided emergency shelter for local victims. As Goodwin remembered, James Kennedy of the Wool Department went to the Boston Red Cross over the head of President Eames and got authorization as an Army Reserve Officer to take over the school and turn it into a refugee center. Classes were suspended. Faculty served in clothing distribution centers, social service centers, and general relief work. Students pasteurized milk for the babies of the several hundred families who slept on army cots in Southwick Hall. The Institute generated its own electric power, and students volunteered as cooks and waiters to feed the refugees. A member of the Class of 1937, W. William Lemkin, died of typhoid, one of the great dangers of the 1936 flood, contracted while he was on voluntary duty with the National Guard. After two weeks of strenuous effort, classes resumed on April 6.

Many depression era undergraduates scraped together the $150 tuition and commuted to and from their family homes. Their ambition was to obtain a college degree so that they would never end up as workers in a textile mill or shoe shop. A good example was Ernest James of Haverhill, Massachusetts, born in 1919, the son of a an Italian manual worker who changed the family name to one more English-sounding to give his children a better chance in America. James matriculated in 1938 when both the textile and shoe industries were in deep recession. He chose Chemistry as his major, having given up the hope of a liberal arts education.

Among the four hundred students per class in the late thirties, chemistry was popular. There were jobs for chemists and not necessarily in

textile operations. The faculty and three assistant instructors handled the program: William G. Chase for the freshmen; Elmer Fickett for the sophomores; and John H. Skinkle and Head of the Department Professor Olney for the upperclassmen.[7]

As a student James faced the usual rigorous hours of instruction, but the faculty were also expected to teach night classes three times a week with no additional pay. One of the reasons apparently for this grueling schedule was to accustom students to the industrial workday when jobs were scarce. James longed for electives, literature or creative writing, and hated with a passion the textile courses and the long hours spent watching the machines operate. The Institute offered no amenities. A lunch bag stored in the wooden student lockers left it hostage to hungry rats. The only place to eat on campus was a little room with a stove, sink, and table run by a woman the students called Ma Swanson. In "Ma Swanson's Hell's Kitchen," among its other nicknames, you could order, at your own risk, a sandwich, a fried egg, or a hamburg, but most brought their own lunch and bought a cold drink.

Louis Peter Athanasopoulos of Lowell, Class of 1936, known as Lou or Eli Athanas, was a star athlete in football and baseball. He is best remembered as the co-captain of the "Millmen," the successful 1936 basketball team. He had an uncanny ability to score from almost any spot on the floor as long as the ceiling was high enough. The basketball court at Lowell Textile was on the fourth floor of Southwick, a handicap for the local players but murder on visiting teams. Many of the home games were played at the Rex Centre in downtown Lowell. Athanas was the leading scorer in Eastern basketball that year.[8]

There were no parking problems in the Quadrangle; only twenty faculty owned cars. There was no Dean of Students or Dean of Faculty in 1938, and no counselors except for the instructors and the full professors. The administration consisted of "The Office": Ruth Foote, registrar, a bursar, two secretaries, and a librarian. President Eames was an unapproachable, aging figure with little talent for leadership. He closeted himself with his seven department heads and had little contact with the instructors or with students. The heads of departments were the



Here is everything a typical undergraduate male student in 1941 could want, including a paddle useful for freshman hazing.



President Eames, after over thirty years of service in 1939, faced sharp declines in enrollment during World War II that nearly closed the College.

equivalents to superintendents and the rest were overseers.

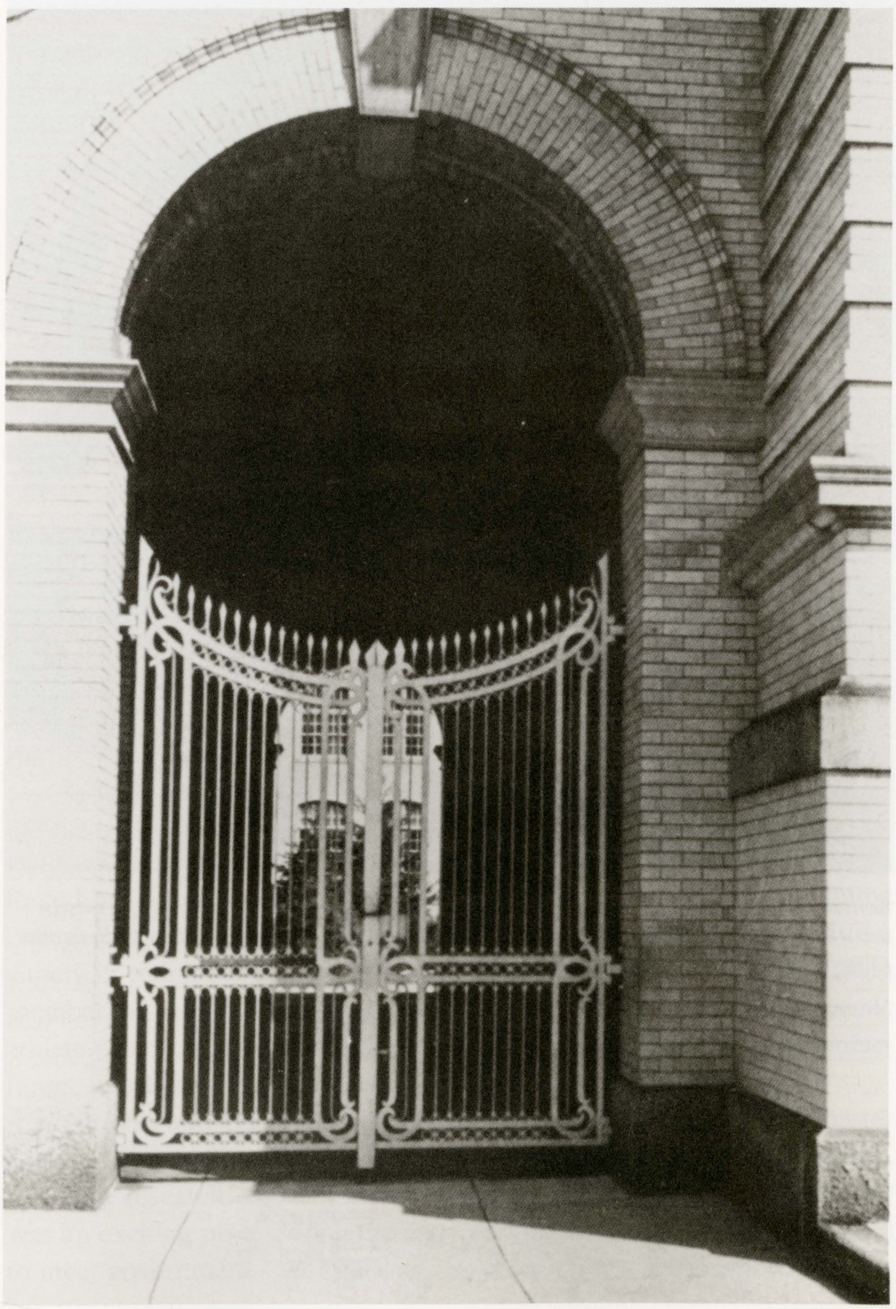
Eames was known as a money-saver, responsible only to the Board of Trustees made up of mill men his own age. A Republican, he served for years on the Billerica Board of Selectmen. He curried favor with the Board and the legislature by returning unspent budget allocations. The undergraduates nicknamed him "Geronimo," referring to his social distance, high cheekbones, and general shyness and reticence. He was known to check out the steam generator every day and enjoyed making repairs to electrical equipment. A master-switch doused the lights every night after classes; both faculty and students carried flashlights to find their way out.

In order to earn his tuition money, Ernie James worked on Saturdays and during the summers for a well-to-do Haverhill family for twenty cents an hour. Because he worked his own way to a degree, he was never late and never absent. He remembered that most of his classmates came from poor families and that, like the Teachers' College, the Institute, affectionately known as "Lunchpail-U" offered them a chance to go beyond high school. He deeply appreciated this chance and out of gratitude returned to the Institute in 1946 to teach after his war service. In 1942, his English-sounding name and his technical degree from a New England institute smoothed the way to a Naval commission, graduate training at MIT, and an assignment in meterology in Honolulu.

The attack on Pearl Harbor in December 1941 shook the foundations of the Institute, its student body, and faculty as did American entrance into World War I in 1917. Students enlisted and faculty volunteered for government war work. War production boomed again in the textile mills still left standing in Lowell, drawing off night students for double shifts at increased wages. The athletic program was suspended as the student body shrank to seventy in 1943. Coach "Rusty" Yarnall enlisted. Both the yearbook and the student newspaper ceased publication, and Eames cancelled the athletic fee. The Institute teetered on the edge of oblivion in 1945. Eames was retiring at seventy, the alumni and the students were restless for change, and the Board of Trustees found themselves under notice to do something significant for the postwar years.

Endnotes

1. Conversation with Gordon Osborne, April 8, 1994.
2. Interview with Elmer Fickett.
3. Richard O'Loughlin, "Student Social Life at Lowell Textile School, 1921–1930."
4. Interview with John A. Goodwin.
5. Interview with Fred Burtt.
6. Author's correspondence with I. Z. Acar.
7. Interview with Ernest James.
8. Peter Ramirez, "The Growth and Development of Athletics at L.T.I."



In 1942 this picture of the Quadrangle gates shows a deserted campus, quiet and uncrowded, during World War II.



Kenneth Fox, chosen as president in 1945 at twenty-nine, sitting with his faculty in this 1947 picture. Among them from the left, Paul Panagiotakos, Herbert Ball, Ernest James (partly obscured), and Martin Lydon.

CHAPTER V

The Legacy of Kenneth Fox, 1945–1950

The decision of the Board of Trustees to replace Charles Eames with a twenty-nine-year-old assistant professor in textile technology at MIT was inspired. Kenneth R. Fox, Class of 1938, whose father Russell had worked for years in the Textile Design program, knew intimately the difficulties that the Institute faced. He also possessed a grand vision of the future of textile production in the post-World War II years and the energy and commitment to pursue it. His five-year presidency was marked by astonishing growth and change for the institution. In 1945 Fox was the youngest college president in the nation.[1]

Kenneth Fox and his wife, Eleanor Pihl Fox, were Lowell natives who graduated from high school in 1933. Kenneth was a promising student and class leader, but Russell M. Fox's meager salary at the Textile Institute forced his son to work for one year in the textile mills before beginning college classes in 1934. Summers were spent earning what he could in a variety of mill jobs, learning from the bottom up. He was an outstanding member of the Class of 1938: a class officer many times, an energetic athlete, yearbook editor, and the winner of the American Cotton Manufacturers' scholastic medal for the highest grades.

A Locks and Canals Scholarship in 1939 sent Fox to MIT for a master of science in textile technology. He stayed on there in its textile program, first as a research assistant, then instructor, and assistant professor. MIT was an exciting place during the war years when textiles were engineered to meet government specifications and research was a top priority.

Fox helped to organize Fabric Research Laboratories, Inc. in Boston, while he taught classes at MIT and continued with his business while Institute president.* When the Board of Trustees approached him with a job offer in 1945, he was intrigued but cautious. He knew something of the enormity of the task of reviving the Institute. He also felt a strong commitment to return something to the faculty, the students, and the institution with which his family was so closely connected. After he had accepted the appointment in May 1945, one of his first acts was to promote his hard-working and under-paid father to assistant professor.



The class of twelve who graduated in 1945 was the last of the very small classes during World War II.

Classes at the Institute during the war years had shrunk to fifty undergraduates, just before the tidal wave of veterans on the GI Bill overwhelmed the campus in late 1945.** In September, Joseph P. Kennedy gave a scholarship for graduate work in silk and nylon to the Institute in memory of his oldest son Joseph. He also gave some typically blunt advice to the Lowell business community about the expectation of half a million veterans eager to return to civilian life: "You can't give them applesauce. You've got to give them jobs and opportunity."[2]

The immense growth in the student body that forced the administration to admit only one in ten applicants gave Fox ample reasons to argue for the expansion and diversification of the institution. This included two Deans, more faculty, administrators, and clerical staff, two new dormitories, a new library funded by alumni donations, more books, an engineering building and a new administration building. North Campus began to take shape.

The legislature, the alumni, the Board of Trustees headed by Harold W. Leitch (Class



The 1947 Pickout *shows the postwar generation of older students that lasted until the early 1950s.*

*Fox's continued work at the laboratory began the tradition among the faculty of one day per week reserved for personal academic research.

**The GI Bill of Rights authorized the Truman Administration to fund college tuition, subsistence benefits, school supplies, housing loans, and many other generous services unequalled in peacetime.

of 1914) of the Pacific Mills in Lawrence, and the New England textile industry listened intently and responded generously. A Board of Trustees planning committee headed by Samuel Pinanski (Class of 1913), who owned the largest chain of motion picture theaters in New England and who was affectionately called "Uncle Sam," persuaded Governor Maurice Tobin to consider a lavish Harvard College-style dormitory with three-story wings, indoor swimming pool, and cafeterias. Tobin agreed only to allow the organization of a Building Association in 1946 headed by Pinanski with the power to issue $500,000 in bonds. Smith Hall, when built in 1947 to house 112 students, was considerably scaled-down in size and comforts from Pinanski's vision.[3] Most undergraduates continued to reside in fraternaties or with private families. Even more important than the Building Authority, Tobin signed legislation to enable the Institute to confer Bachelor of Science degrees.*



The 1947 Pickout *was dedicated to the sixteen graduates of the Textile Institute who lost their lives during World War II.*

One of the members of the GI era classes was David Pfister (Class of 1950), who arrived on campus in January 1946.[4] One of Fox's initatives was to respond speedily to the first wave of GIs by providing instruction to freshmen in both the spring and a unique summer term that vaulted them into their sophomore year by September 1946. The new freshman class of 175 in 1946 were seventy-five percent veterans, seven women students were admitted, and the total enrollment climbed to 500. The stunning number of 750 students were refused admission, while the quota of foreign students was severely curtailed. In response to these changes in the student body, the Textile Players began to include women in their productions.



David H. Pfister, pictured here as a member of the Class of 1950, was part of the GI Bill era of undergraduate students that transformed the atmosphere of the Institute. Pfister later joined the chemistry faculty.

Most of the veterans were men in their late twenties who had seen a lot of wartime combat and who were eager to marry and to begin their adult lives as college graduates. Freshman hazing ended appropriately in 1946 but revived in 1949 as the GI tide ebbed. A self-governing student council was organized in 1948. Some veterans continued to be troubled by their war experiences. There was heavy drinking and many wild war stories, but the GI classes distinguished themselves not only in their maturity and demands on the faculty but in their compassion for what all veterans shared. They listened to each other's anguished memories and nightmares about the perils of landings, the whine of bullets, and the use of bayonets on the enemy. Neither the Veterans' Administration nor the Institute of-

*Some graduates of the Institute had difficulty during the war in persuading the military services to recognize the textile degree and admit them to Officers Candidate Schools.



These special moments and events were characteristic of the mature postwar GI Bill generation.

fered counseling services. They played marathon pinochle and bridge games and challenged each other at softball and basketball. Most were uninterested in collegiate-style athletics. Everyone relaxed, drank beer, kidded the faculty, and called them by their first names at Upstream Day. Pfister remembered Dean Simon "Si" Williams with cigar in his mouth and a pint in his hip pocket playing catcher for the annual senior-faculty softball game.

This was not only the beginning of mass college education in the postwar years, but the GIs represented a genuine community on the campus who required special handling as people who demanded much and tolerated little triviality. Kenneth Fox was a perfect spokesman for them. The 1950 *Pickout* reviewed the "Era of the Veteran." Funded by "Uncle Sugar," the GIs saw themselves as harder and more foresighted than the average student and were proud that the faculty had found that they could think. They remembered "when Textile was one building; . . . Ma Swanson's Ptomaine Gulch; . . . and obsolete and long unused equipment in dusty labs. . . . Gone, for the most part, is the veteran . . . like the Dodo bird and the bison . . . the worldly, experienced individual who knew what he wanted and how best to go after it." By 1950, the freshman class again became dominated by high school graduates, discipline tightened, and the campus atmosphere changed.

President Fox regarded the postwar years as a "golden opportunity" for growth and restructuring in the textile industry. His mentor at MIT, Edward R. Schwarz, predicted at the June 1946 commencement that single-fiber companies were obsolete and the future belonged to manmade fibers created through an alliance of research scientists and engineers. He used the model of the Manhatten Project that produced the atomic bomb as evidence of integrated cooperation and predicted the solution of problems in textile production through the services of physicists, chemists, statisticians, botanists, and engineers. His former student Ken Fox agreed. At the 1948 commencement, Joseph Axelrod, owner of many Rhode Island textile mills, spoke to the graduates of opportunities in New England textiles. He shrugged off the Berlin blockade and the developing Cold War and emphasized the postwar baby boom, rising standards of living, and even the "New Look" in women's fashions as evidence of demand for textiles.

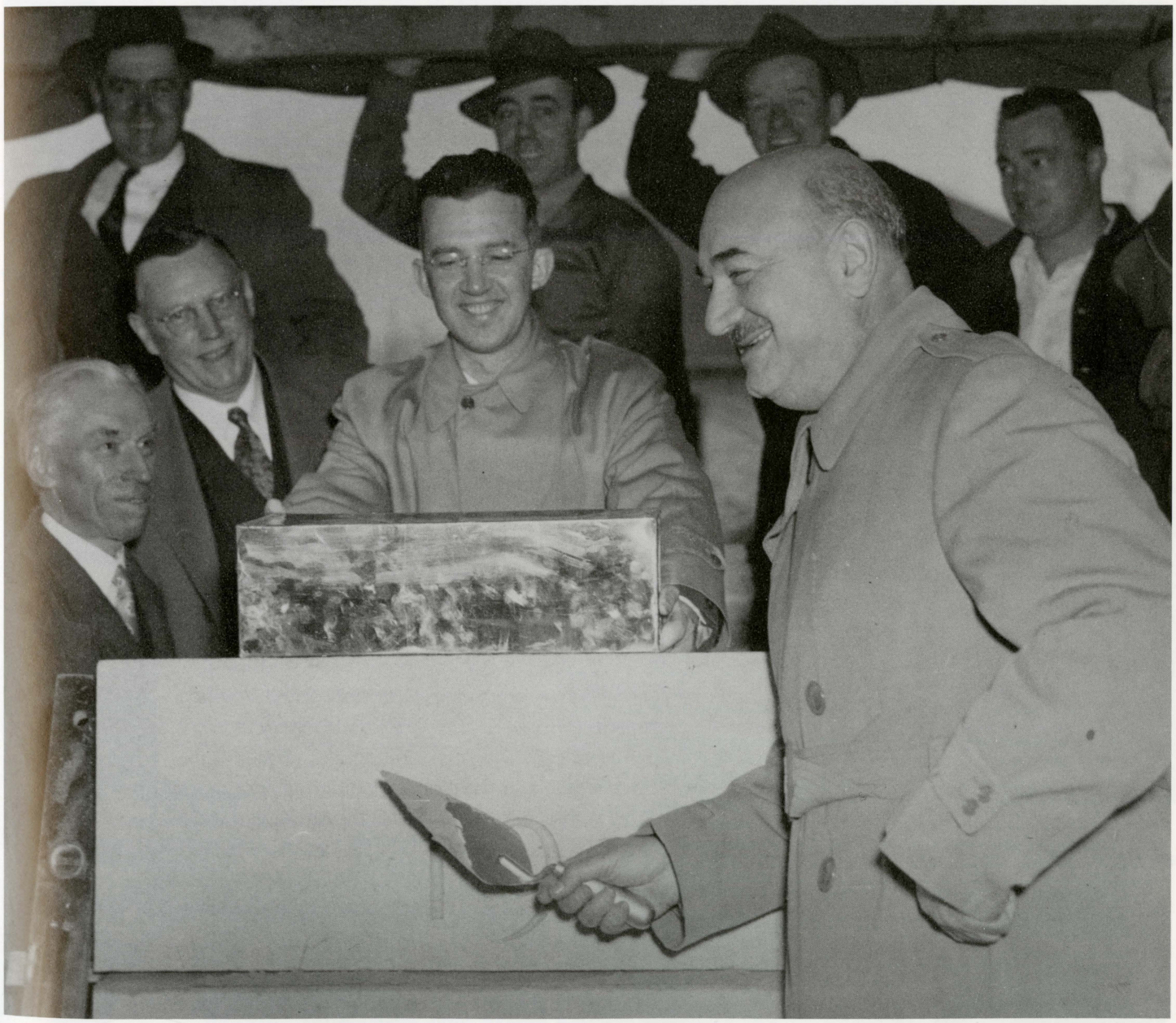
Throughout his five years at Lowell, Ken Fox thought in terms of modified fibers, new processing and finishing procedures, as well as a new curriculum that cut classroom hours down to twenty-eight per week. He proposed new courses in liberal arts, business, and labor relations, and a master's degree in textile chemistry and engineering. His dreams were of

fiberglass, defense projects such as his former work on parachute lines, and the use of radioactive isotopes to monitor textile processing.

This was what Fox had in mind as he proceeded to hire nine additional faculty for September 1946 including Ernest James from his job at MIT in Chemistry and Martin Lydon a Harvard graduate in English. Six were from the Greater Lowell area, but all had advanced degrees, and most had experience in the military or with the government as industrial managers or academic researchers during the war. Walter Lisien, hired to teach inorganic chemistry, had worked for the Manhattan Project. Ernest James remembered Fox as "a dynamic individual . . . a great leader . . . a young racehorse."

Fox did a great deal in his first two years. He went to Royal Little's

The cementing of the cornerstone for the first student dormitory, Smith Hall, took place April 26, 1947. President Fox and former President Eames on his left with Trustee Harold Leitch beam at Trustee Chair Samuel Pinanski with the trowel.



A Day at Textile

IN this series of pictures, we have attempted to recapture what has escaped us in words: a portrayal of our formative years. Each integral part appears as a small, unimportant event having little, if any, real meaning; but when considered as a whole, they give us something which will never leave us—a memory of our Textile way of life.

(Above, left) Rise, shine, and stand in line.

(Above, left center) If this is breakfast, it must've been a bad night.

(Above, right center) Textile Memorial Bridge at dawn—Ouch!

(Above, right) Where are those government checks?

(Right) Lenz, Culbertson—bah!

(Below, right) So this is Economics!

(Below, left center) Is that the racing form, fellas?

(Below, left) Eyes right, there, son!

Cont'd.

(Center, left) Which came first, the chick?

(Above, left) Typewriters, automobiles, pencils, CIGARS.

(Above, far left) Ma Swanson's exclusive clientele.

(Above, center, far left) Sing a song of sixpence, a bottle full of rye.

(Below, center, far left) Everyone's writing, it must be easy.

(Below, far left) At last, the turbo-encabulator.

(Below, left) Where's that guy who knows how to read?

(Below, right) It ain't easy, but we ain't stupid.

(Center, right) Go South, young man!

(Above, right) Ohio! An *Esquire* calendar!

Textiles remained the focus of Institute activities during the Fox years, but many other technologies and programs were being introduced.

summer house on Narragansett Bay and knocked on the door, leaving with the promise of support from the New England Textile Foundation, a private, nonprofit group of powerful textile interests located in Providence, Rhode Island.[5] The foundation augmented meager faculty salaries to attract new people. Instructors started at $2,200, and Fox's own $5,700 presidential pay in 1945 was less than he got as an assistant professor at MIT. The Foundation also provided many undergraduate scholarships for men and women at Lowell Textile. In 1946 the Foundation launched a $250,000 fund-raising drive for equipment and research facilities to benefit the four New England textile schools: Lowell, Bradford-Durfee, New Bedford, and the Rhode Island School of Design in Providence. Lowell did very well, thanks to the influence of Gordon Osborne (Class of 1928). The shortage of trained professionals needed in textile firms was estimated at 1,000. Members of the Foundation in Lowell included only small firms; conspicuous in their absence were the Merrimack Manufacturing Company, the Boott Mills, and Locks and Canals. Royal Little's Textron also granted fellowships.

The Alumni/ae Association responded in April 1947 to Fox's call for investment in the Institute by raising funds for a $250,000 library building sited between the two planned dormitories. At Gordon Osborne's behest, the New England Textile Foundation donated $75,000 the year it dissolved.[6] Benefactor Barnett A. Gordon, a textile manufacturer, pledged a fully equipped laboratory for synthetic fibers and gave the College a scholarship. Electric motors for machinery got needed wiring, and fluorescent lighting in the labs meant that no one need carry a flashlight to class. Fox needed more space and began to plan for additional classrooms in a new engineering building.

The continued growth of the student body to over 600 in late 1947, a record-breaking freshman class of 160, plus the refusal of 800 candidates finally persuaded the legislature to give Fox some administrative help. Dean of the Institute, Dr. Simon Williams, industrial chemist and researcher at Fabric Laboratories, assumed the responsibilities for faculty, students, and curriculum, releasing Fox to go after additional support to expand the Institute.[7] The development of the Institute also encouraged Eleanor Fox, a graduate of Simmons College, to bring to the campus an appropriate academic social life: dinners, teas, receptions, and dances, sorely needed graces for a technical college.

Ludwig Rebenfeld (Class of 1950) born in Prague, Czechoslovakia, in 1928, came to the United States as a displaced person fleeing the Nazis. Remembered by Ernie James as a brilliant student, he was aggressive but likable, merciless with faculty who could not answer his probing questions. Anti-Semitic members of the Chemistry Department opposed James' desire to hire Luddy Rebenfeld as his student assistant. James went to Professor Fickett, head of the Department, and threatened to resign. Rebenfeld was hired. Under James' direction, he played Sheridan Whiteside in the style of Monty Wooley in *The Man Who Came to Dinner* for the



Ernest P. "Ernie" James (Class of 1939) joined the Chemistry faculty after his war service and took over the Textile Players, introducing women students to the formerly all-male play casts.

Textile Players. Later he earned his doctorate in Chemistry at Princeton and proudly wore the three-dollar pair of cuff links engraved S. W., a graduation present from James and his wife.[8]

Robert Hood Sloan (Class of 1950) born in Worcester, Massachusetts, in 1926, was the kind of student leader encouraged by Ken Fox and others to bring undergraduates together despite their ethnic and religious divisions. As Student Council president, he sponsored the breakdown of ethnic and religious enclaves in fraternities, invited Catholics, including President Lydon (made an honorary member) and Professor James, to his own fraternity, WASPish Omicron Pi. Sloan dated and married an Irish-Catholic student at Lowell Teachers' College. He received an Honorary doctoral degree from the University of Lowell in 1981.[9]

The new governor in 1947, Republican Robert Bradford, appointed Fox to a blue-ribbon team to study the expansion of the state university by absorbing the state teachers' colleges. Bradford declined, however, to promote Fox's $1.5 million plan to build an engineering and an administrative building, leaving the scheme to the mercies of the legislature. Fox had the eager support of the local legislative delegation, but he always hated the political infighting over budgets and appropriations and preferred dealing with the trustees, governors, the heads of state agencies, and other college presidents. In late 1948, the New England Association of Schools and Colleges accepted the Institute, the first college of its type to be included in the regional academic association, a tribute to "a dynamic and forward-thinking administration."[10]

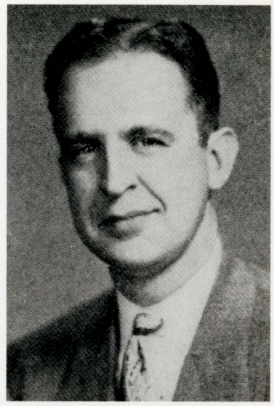


Vittoria Rosatto was the only female member of the Institute faculty until the early 1960s. After working part-time teaching art and textile design, she was hired in 1941 as a full-time faculty member. She became head of the Textile Design Department and served as an unofficial Dean of Women.

Fox had trouble with the some of faculty, envious of the new wave of better-paid instructors and assistant professors, others critical of the quality of teaching at the Institute. Dr. Paul C. Panagiotakos, a Lowell native and an elected member of the School Committee as well as an assistant professor in chemistry, attacked the quality of instruction in late 1947 "as a graveyard for intellectuals" and the Institute as "an educational dump."[11] Fox vigorously defended his administration and used his connections with City Hall to block the airing of Panagiotakos' charges at a School Committee meeting. To make the issue more troubling for Fox, Panagiotakos had a large student following and support in the community. The Board of Trustees officially fired Panagiotakos after he resigned. Harvard honors graduate Martin Lydon, who was teaching for a year in Palm Beach, Florida, sent a helpful letter to the *Lowell Sun* that supported Fox and the intellectual quality of the faculty. This relieved the tensions. Lydon returned to the Institute the following year, later to become Dean of Students in 1949 when Dr. G. Nathan Reed, an organic chemist, became the Dean of Faculty. Stuart L. Mandell, M.B.A. from Syracuse University, hired in 1948, formed a one-man Social Sciences Department.

Vittoria Rosatto, employed part-time in the 1930s in the Fabric Design Department, became the first full-time female faculty member in 1941 and the first female head of department when Russell Fox retired. Educated in

the fine arts, she had taught arts classes in the evening school. As a stylishly dressed and hatted department head, she tried to develop connections with the garment industry through fashion shows using fine fabrics and laces to create the ball gowns and cocktail dresses worn in the 1950s. "Vitt" Rosatto generously gave her time and energy to the undergraduates. As an unofficial "Dean of Women," she represented the only academic role model for female undergraduates. Additional female faculty were not hired until 1963, and many of those moved on.



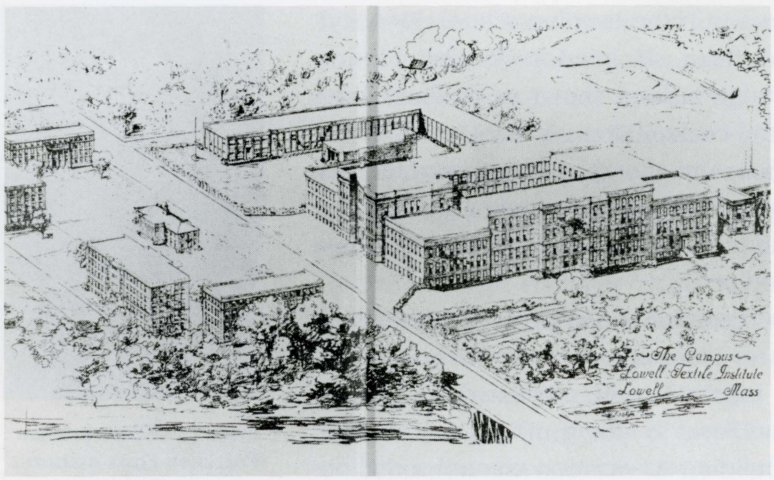
Everett V. Olsen became President Fox's assistant in 1948.

Using his entreprenuerial skills, Fox developed programs in 1948 to appeal to two other key industries in Massachusetts: leather and paper. Promising state-of-the-art technical instruction, he organized support for laboratories in a $665,000 Leather and Paper Building and a $150,000 auditorium for college functions. The Building Association wanted a million-dollar state bond issue to refinance the dormitories. All this required intense lobbying in the legislature. One of Ken Fox's most important decisions as president was the hiring of Everett V. Olsen in the summer of 1948 as assistant to the president to help him with these political chores. Olsen's charge was to manage nonacademic activities and become the Institute's liasion with the governor's office and the State House.

After some classes at a local business college, Everett Olsen was encouraged to attend evening classes at the Institute while working as Payroll Auditor for the United States Bunting Company in Lowell. But his advancement was blocked by relatives of the owners who were promised jobs. He then took his accounting experience to Fort Devens. After he was drafted into the Army, he handled the payroll for about 2,000 civilian workers. After obtaining a discharge from overseas service because of a vision disability, Olsen became the civilian chief of payroll and budget operations at the Whittemore Ordnance Base. When the Massachusetts State College at Amherst established a postwar campus at Devens to accommodate GIs, Olsen handled the paperwork for them, working with local politicians filling state jobs and developing a close relationship with key players in state personnel politics.* Bumping into Ken Fox on the streets of Lowell while Christmas shopping in 1947, Olsen, who had declined an offer from the Amherst campus, was persuaded to come to the Institute. When Olsen arrived on campus, enormous problems with the infrastructure and personnel landed in his lap.[12]

The physical plant seemed in shambles: temporary fixes instead of real maintenance, gas lamps in some areas instead of electric, D.C. current from the coal-fired main generator, fragile, rusty galvanized piping, chemistry lab hoods ventilated by fans (without working motors) into chimneys as conduits (if the air was rising), used chemicals dumped in troughs that

*Olsen's key contacts were with James Gregory Walsh of Hyde Park, deputy director of personnel for the state, and John Thomas Patton of Jamaica Plain, former state representative and personnel registrar.



The future shape of the Institute campus was projected by 1949.

descended to the basement but emptied into the river. Wooden mill-style floors everywhere. Four feet of water rose in the tunnel connecting the dormitories to the Quadrangle whenever it rained hard or the river rose. Some areas were full of saved string and cardboard cartons, a monument to Yankee thriftiness. Clinkers from the soft coal used to generate power were left in a dump along the river as new piles of coal disappeared into the bin and were burned in the furnace at great expenditure of human effort. In Olsen's words: "Talk about an endless chain of useless life." The largest piece of maintenance equipment was a wheelbarrow. The sprinkler system had one shut-off valve. There was a ten-dollar-a-day limit for emergency purchase orders. As Olsen noted: "Everything was in a state of decay."

Personnel at the Institute when Olsen arrived were suspicious and uncooperative. Olsen, assigned a hole-in-the-wall office, was constantly writing letters to state agencies and rushing them into the president's office. The secretarial staff, unused to dealing with the frenzied activity and protective of presidential dignity, was "frosty" at first, but Olsen's human touch and interest in them warmed things up considerably.

Helen Gray Flack, Lowell native and 1918 Simmons College graduate, was the long-time, under-paid executive secretary to President Eames who she privately referred to as "that old codger." Initially cool to Everett Olsen, she cringed at his urgent calls to Fox and called him "that Mr. Olsen." She occupied a huge office next to the president's and faced new challenges every day during the Fox years. She served the Institute for fifty years. She and Olsen developed a warm and friendly relationship, sharing her troubles about her sick and dependent mother and helping her with errands. As Olsen recalled her: "Indecisive as hell but she is a lovely woman." Active in alumni affairs for the Institute, Ken Fox promoted her to head clerk, the top civil service rank, in 1949.

The maintainence and power plant staff had to be introduced to the concepts of a five-day work week and the cleaning of faculty offices. When Olsen arrived on campus, the grass was four feet high, and there were no employment records of any kind. According to Olsen, when Fox had arrived the faculty were in a state of inertia "in Sleepy Hollow." Fox's first duty was "to kick the faculty in the can and get them moving." When Martin Lydon returned to the Institute in 1948, he initially became Si Williams's assistant: an assistant administrative assistant to the president.

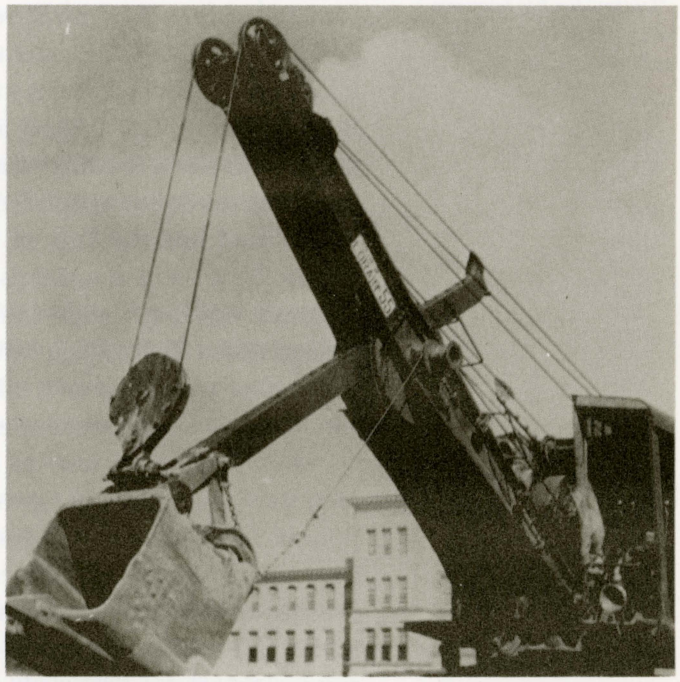
One source of immediate supplies for Lowell available through Everett

Olsen was surplus equipment from the UMass operations at Fort Devens. Truckload after truckload arrived with furniture for the second dorm, Eames Hall, desks for student use, diesel generators, a huge, primitive computer with radio tubes, aircraft radios, and enough electronic equipment, switches, and plugs to switch to A.C. current and put together the first campus radio station, WLTI A.M.[13]

Olsen strongly supported the diversification of programs into leather, paper, and electronics, but had to deal with a legislature "unhappy with industry" and with any "pure academic language." Fox hired Dr. Geoffrey Broughton from Eastman Kodak to head the paper program, Dr. Albert Chouinard of Worcester to head the leather program, and Dr. Felix Palubinskas for electronics.* The hands-on education in leather engineering required skiving flesh off hides that created horrendous problems with odors if the refuse was not quickly disposed of. Only one student graduated from the program. There was little money available for new staff or equipment, another challenge for Olsen.

Olsen also eagerly helped Fox establish the Research Foundation in spite of the opposition of two Commissioners of Education, John Desmond and Owen Kiernan, by working with the committees on Education and Ways and Means. The legislature granted the Institute the power to award honorary masters' degrees, admittedly an effort by Fox to raise an endowment. The administration acquired a Director of Admissions, John J. MacLaughlan of Lowell High School's guidance program. More instructors were hired in 1949 to work in the new technical programs, and promotions were bestowed on valued faculty. Ernie James of Chemistry began a summer school program at no cost to the state.

With the help of the New England Textile Foundation, Fox developed connections with English and with other American textile schools and sponsored conferences on textile teaching and curriculum and on water pollution and industrial waste disposal. He inaugurated a promising cooperative program in 1949 with MIT's President James R. Killian through his mentor Edward Schwartz to support mutual graduate study and research through student and faculty exchanges and access to the MIT Library. The academic year 1949–1950 was the peak of the Fox presidency.



The Fox years brought action as well as planning.

*Only the Electronics Department thrived after the Fox presidency; paper and leather quickly closed.

The building program was well underway including authorization for Cumnock Hall; the student body numbered 2,100; the faculty had doubled; and three new departments had been established to serve Massachusetts industry.

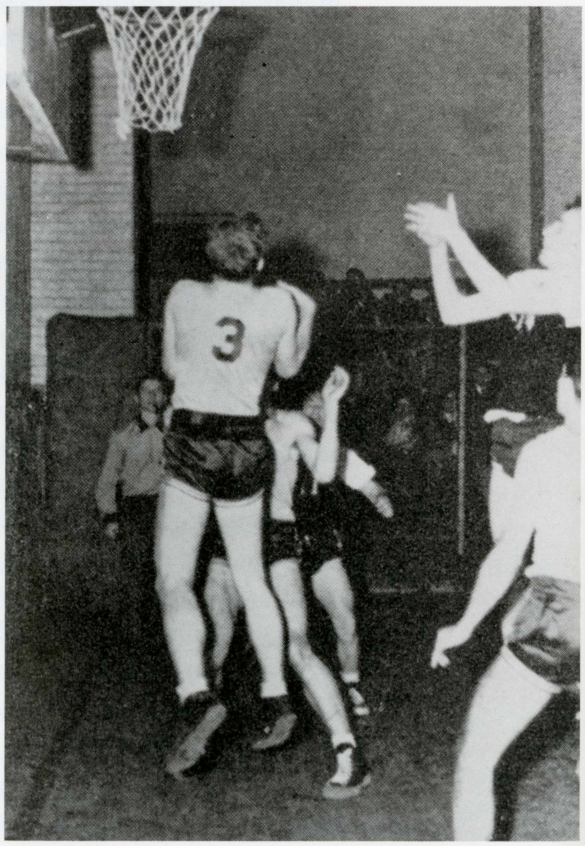


The football hero of the 1948 season was Captain Evangelos Demetrius Demosthenes Stavrakos, called "The Angel" and "Lucky" for his prowess and his ability to withstand injuries.

Perhaps the only unpopular move that Fox made was to cancel football in 1950. Evangilous Demetrius Demosthemes Stravakas (Class of 1950), nicknamed "Lucky," came from Brooklyn, New York, where his father ran a Greek restaurant and his priest uncle warned him about the nest of Protestantism he would face in Lowell. To his surprise, most of the GIs were Catholics. Stravakas was remembered by David Pfister as a very bright student, typical of the prewar New York and New Jersey contingent of students from families who owned firms in the garment, dyestuffs, and silk industry. "Lucky" was also considered a great football player even after the Institute played Bergen Junior College in New Jersey. The Bergen team augmented their line with recruits from the Jersey docks, and four uninsured Lowell players were carried from the field on stretchers: one of them Stravakas.

Athletic coaches ran up costly equipment bills that ended up in the president's office. The Institute had no insurance to cover many serious injuries in football games or to protect itself from legal suit. Fox looked at the athletic program and saw feuding coaches and student athletes out of shape from the heavy course load and the lack of lights on the athletic field. During scrimmages, one student ran, carrying a stick with a floodlight up and down the yardage, while the teams used a football coated with white shoe polish. Money was better spent elsewhere.[14]

The very tight basketball court in Southwick in 1948.



Basketball was lucky to hang on, but remained in a cramped "gym" on the top floor of Southwick. Players got knocked out cold when they ran into the cast-iron posts required in mill construction. Brick walls only a foot and a half from out-of-bounds lines were cushioned a little with surplus Army mattresses from Devens. A low ceiling made long shots out of the question unless the player was a physical genius. Other institutions hated games played at the Institute, while Lowell players were left breathless in larger courts. Before and after the games,

teams trudged up and down four flights of stairs to a dingy locker room in the basement with at best leaky pipes and cold showers. At the Institute, technical education came first, last, and always.

At the June 1950 graduation, Democratic Governor Paul A. Dever accepted an honorary degree along with textile manufacturer Abbot Stevens, Samuel Pinanski, Edward Schwartz, and George Varney, the business agent of the Department of Education. Then Ken Fox shocked some and dismayed others with the announcement of his resignation effective June 30. Burlington Mills of Greensboro, North Carolina, ironically a prime competitor with New England mills, made Fox an attractive job offer that no one with children to educate and a passion for research could refuse.[15]

The Board of Trustees moved quickly to choose a successor before Fox's resignation became effective. Instead of a technically trained engineer or experienced scientist, on June 15 they chose thirty-two-year-old Martin J. Lydon of Lowell, then Dean of Students with only three years at the Institute. His greatest assets had been his brilliant academic achievements at Harvard, his family's well-known Democratic political connections, and his loyalty to Ken Fox. Pledging to continue Fox's plans and modestly admitting he had few of his own, Lydon was the choice of Fox himself. Swift action staved off a possible political appointment by the Dever administration or a power struggle among the trustees.[16] As his good right arm, Martin Lydon had Everett Olsen.



Dean Martin J. Lydon pictured in 1950.

Endnotes

1. My thanks to Eleanor and Stephen Fox for providing me with copies of the family clippings on the Fox presidency and to Kenneth Fox for his interviews with me in 1985.

2. *Lowell Sun*, September 14, 1945.

3. The bonds were modeled on the pattern of those of the University of Massachusetts Amherst Building Authority and issued by the Lowell Institution for Savings. They were guaranteed by the state, which derived $32,500 a year in rent. After twenty years, the bonds would be retired, and the building association would turn the structures over to the Institute. The Ayer family of Lowell bought up many of the bonds. When he arrived on campus in 1948, Everett V. Olsen dealt with a legal challenge to the bond issue by working with Governor Foster Furcolo and the legislative leaders.

4. David Pfister interview.

5. Royal Little was the head of Providence's Textron Inc., a conglomerate of New England firms that bought up and often closed down many regional textile mills, taking tax losses to offset excess profits taxes from war production. The Foundation was established as a trust in December 1944 by Little, Gordon Osborne, and Providence banker Rupert Thompson.

6. Conversation with Gordon Osborne, April 8, 1994. The Alumni Memorial Library was not actually opened until after Fox had left office, although the cornerstone was laid in May 1949.

7. Williams resigned in 1949 for a post-doctoral fellowship at Harvard, after he had

angered the *Lowell Sun* with a criticism of American foreign policy during the Cold War, *Lowell Sun,* December 11, 1948.

8. James interview.

9. James interview.

10. The *Text,* December 16, 1948.

11. *Lowell Sun,* November 18, 1947; for Fox's reply, *Lowell Sun,* November 19, 1947.

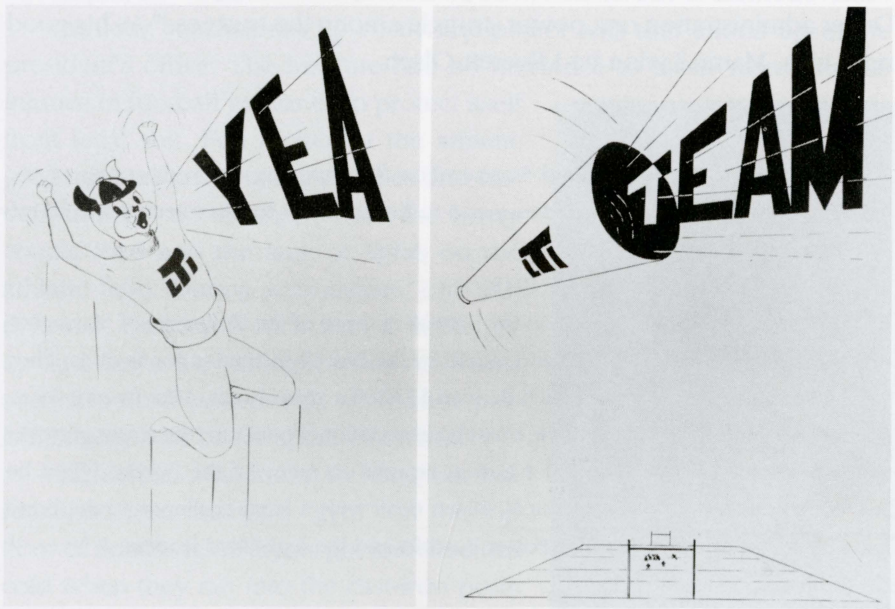
12. Interview with Everett Olsen.

13. Joseph V. Kopycinski (Class of 1948, B.S., 1950, M.S.) helped with the radio station and in 1951 was named head librarian of the new Alumni Library.

14. When Olsen became Acting President, he restored club football with insurance, but LTI teams played independent rather than collegiate teams.

15. Fox remained with Burlington for three years, then returned to MIT and Fabrics Research Laboratories until his retirement. In 1966 Governor Volpe appointed Fox to chair the Board of Trustees of State Colleges created by the Willis-Harrington reorganization.

16. Samuel Pinanski carried the news to Governor Dever and obtained his consent, *Lowell Sun,* June 18, 1950. The alumni believed that Dever intended to gain control of the board through appointments and name the Institute's president himself, Conversation with Gordon Osborne, April 8, 1994.



The athletic logo changed over the years from the Millmen to the Terriers to the Chiefs and in 1994 to the Riverhawks.



Support for athletics varied season by season, according to the success of the teams. In 1948 the stands were only half full as pictured in the Pickout *under the caption of "As Thousands Cheer."*

The Institute was flanked by its athletic field, fenced and posted through class gifts.

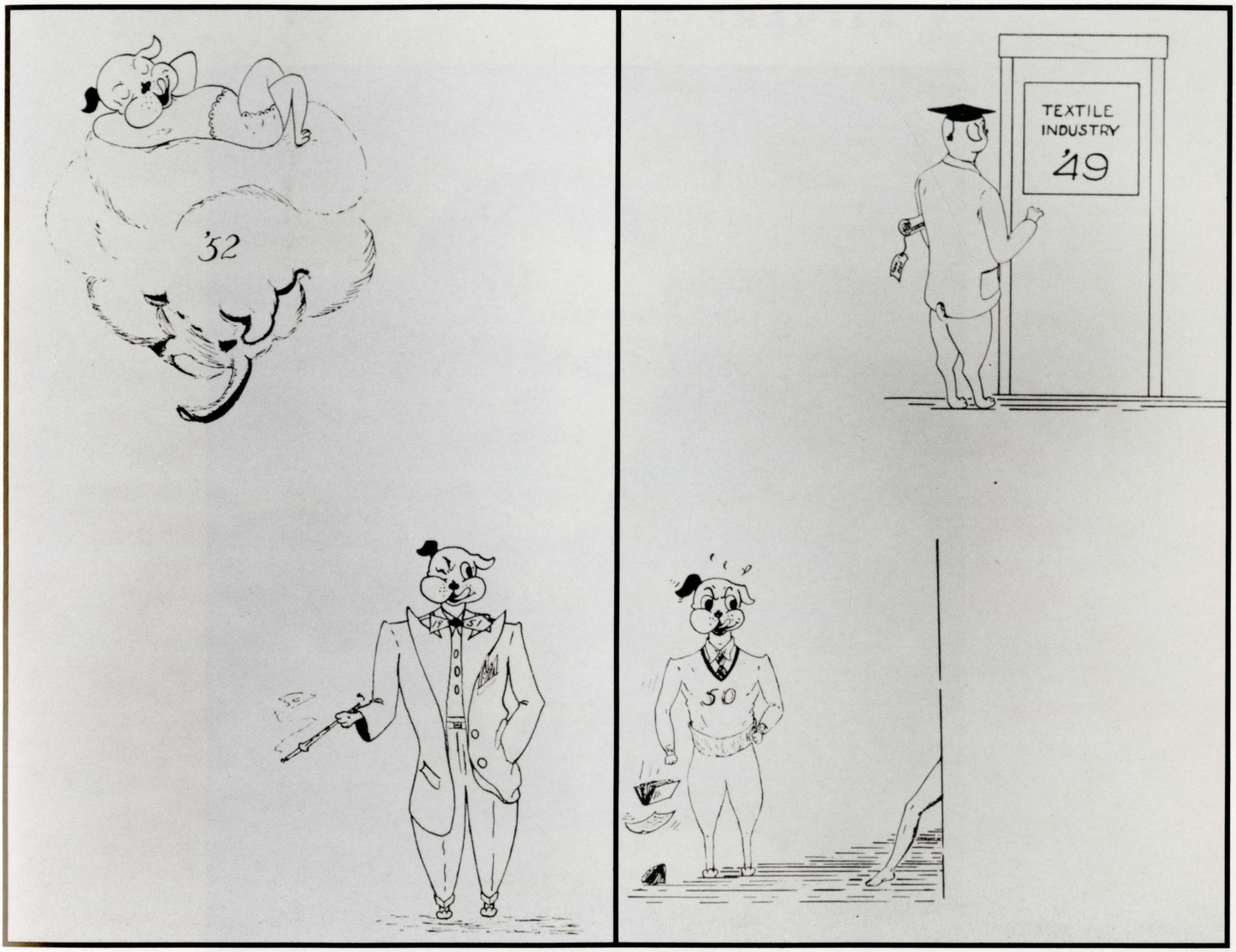




One of the many achievements of the Fox years at the Institute was the organization of a genuine student government, the Student Council elected in 1948.

Upstream Day in 1950 featured the traditional faculty/senior baseball game. Charles F. Edlund of the Department of Social Sciences is at bat. The 1950 Pickout *caption read: "Nope . . . it's a new cigar!"*





During the Fox administration, the college adopted the bull terrier as its logo and mascot. Sleepy freshmen evolve into zoot-suited sophomores, later into appreciative juniors, and finally as seniors enter the job market.



Dr. Daniel H. O'Leary began his long, outstanding service to the College in December 1950. Fond of quoting poetry and using Latin phrases, he led the institution through its years of growth and development.

CHAPTER VI
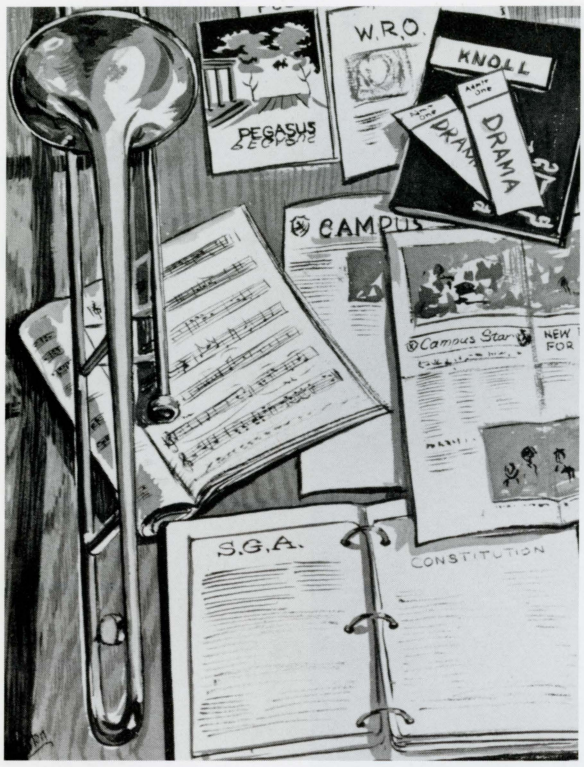
Daniel H. O'Leary and the Creation of Lowell State College, 1950–1965

Marguerite Gourville remembered her first meeting with the new president of Lowell Teachers' College, Dr. Daniel H. O'Leary. "So he came into my office. He says, 'Dan O'Leary,' and so I got up, and I said, 'How do you do, sir. I'm very happy to meet you.' No hand came out or anything like that. I said, 'I thought I should know you.' He said, 'Well you don't.' And I said, 'Isn't that funny, you were in the Boston School Department?' He said, 'Yes.' And I said, 'I met and served on a committee with a Dr. O'Leary from the Boston School Department.' He said, 'I never met you before and you never met me before.' He said, 'that's another Dr. O'Leary, and he doesn't have the background I do.' And with that he turned and walked out. He was nervous, very nervous. This vein jumped."

Daniel H. O'Leary was born in South Boston, attended local schools, and earned his B.A. and M.A. at Boston College, graduating with a Ph.D. in history in 1938. He had taught for years in Boston public high schools, including Girls Latin School and South Boston High School, had administrative experience at Roxbury Evening School, and served as chair of the History Department at Boston Teachers' College. His credentials were outstanding in comparison with the other teachers' college presidents. O'Leary was also well-connected in Democratic politics. He was a speech writer for Governor Paul Dever, who was committed to expanding public higher education. He also knew well Kermit Morrissey (later president of Boston State College) and Maurice Donahue, a former teacher who became the Massachusetts State Senate president, who also favored expansion of pub-



Marguerite Gourville, pictured in 1952, served as acting president for a brief period until Dr. O'Leary arrived on campus, then returned to her position as Dean.



The 1962 Knoll *printed this collage of the undergraduate activities at Lowell State College.*

lic higher education. In Boston political circles, O'Leary moved easily. In Lowell he formed an alliance with State Representatives Cornelius F. Kiernan and Paul J. Sheehy (Class of 1958), and with Senator John E. Harrington.

The faculty at Lowell, especially Hiscoe and Gourville, greeted him warmly and admired his experience in Boston's public schools, believing this represented a solid foundation for good will and similar goals. O'Leary, however, had his own plans for the transformation of the teachers' college into a liberal arts institution with an education program. He came with a vision and spent his presidency fulfilling that vision. As Hiscoe observed, O'Leary was a true leader: ruthless in eliminating anyone or anything that blocked steady progress toward his goals.

In 1951 Governor Dever recommended construction of the first new building on the campus since 1897. The Humanities building, later named Mahoney Hall, opened in 1954 but without its second floor. The second floor was added later. The new building provided soundproof practice cubicles for music students, additional classroom space, a theater for student performances, and two gynasiums for indoor sports. In 1952 LTC won national accreditation for the teaching program and regional accreditation from the New England Association of Schools and Colleges in 1956. O'Leary quickly got things moving. The early years, however, proved bumpy.

When he arrived, O'Leary was appalled by the lack of academic credentials among the aging faculty. As quickly as possible, he hired younger faculty with an eye to their commitment to obtaining advanced degrees. He relied on Marguerite Gourville for some recommendations, such as the hiring of Mary McGauvran from the Newton school system in 1952, and for reactions to decisions he had already made. Gourville was well-connected at the Department of Education, so her opinions counted. They disagreed on many of his choices, but Gourville appreciated being informed about what the president was planning and offered advice to avoid trouble. For example, at the O'Leary presidential inauguration, a splendid event staged in the city auditorium, with all the heads of state colleges and the university present, his many friends from Boston, and Lowell dignitaries, she advised him not to chose a "Boston politician" as the main speaker. He quickly agreed and invited Bishop John J. Wright of Worcester.

Gourville liked him very much as a person but occasionally took issue with his decisions as an administrator. To her, he was "very brilliant," "a man [of] superior credentials," and an administrator who freely delegated

authority to his deans and department chairs. "You could work with him." Sometimes he became attached to the wrong people who disappointed him. Gourville knew the only person he really trusted in the early years of his presidency was the intensely loyal Mary McGauvran. In 1952 McGauvran served as Director of Admissions, Assistant Dean of Women, and taught several courses as well as working on her doctoral degree, which she received in 1955 from Boston University.[1]

As the years went on, Gourville described O'Leary as increasingly isolated: an "island person, sufficient unto himself," consumed with "I, me, mine." O'Leary seemed to Gourville often unaware or unappreciative of his supporters and took for granted the things people did for him. For Gourville, he was made that way. To do otherwise wasn't in the man. She had great personal respect for him, but "I did not [really] know him."[2] Despite his demeanor, President O'Leary could be very compassionate towards students in trouble or need. He would then assume the role of a sympathetic and helpful father.[3] He immersed himself in the design and building of the physical plant in the era of expansion in the late 1950s and 1960s. The result was a campus of handsome buildings of modern design grouped around a landscaped quadrangle overlooking the river. Hiscoe, with his fine artistic sensitivities, called it: "a stimulating center for academic excellence."

In 1957 Gourville observed a typical interview between O'Leary and a prospective history instructor, Patricia A. Goler. O'Leary did the questioning; the chair or department head never intervened. He did the hiring; it was his faculty. Gourville described the interview as a "matching of wills," "a test."[4] Patricia Goler, once O'Leary's student at Girls Latin, graduated from Regis College, and earned an M.A. and Ph.D. in history from Boston College. O'Leary hired her, and she became the first African American woman with a Ph.D. to serve in the state college system. Goler became chair of the growing History Department, Dean of Liberal Arts at Lowell State College, and after the merger in 1975 the Liberal Arts Dean for the University of Lowell. She was also an activist in the civil rights movement within the Catholic Archdiocese of Boston and an adviser to Cardinal Humberto Meideros.



Dr. Patricia A. Goler, Chair of the History Department, was the first African American Ph.D in the state college system and later became Dean of Liberal Arts.

Another important addition to the faculty was Julian Roberts, hired by James Dugan in 1949 with a B.A. and M.A. from Columbia University. During the O'Leary administration Roberts served as chair of the English Department, Dean of Men, Academic Dean, and Director of the teacher training summer courses. In 1957 he earned a doctoral degree in education from Harvard and left in 1959 to become professor of education at Yeshiva University. He was replaced as Dean of Men by Dr. John J. Fisher with an



Dr. William Burto, Chair of the English Department in 1965, taught a very popular class on Shakespeare.

Ed.D. in biology from Columbia University. Dr. William Burto (Harvard Ph.D 1957) became chair of English. Margaret R. Shannon, hired in 1951, was another Harvard doctorate (1959) and a specialist in reading. Shannon (Class of 1937) had served as a member of the editorial board of the prestigious *Harvard Educational Review* and replaced Gourville as head of the College of Education when the latter retired in 1969.

Two events made the early years of the O'Leary administration difficult and trying, placing the institution and its members under the glaring light of negative publicity. The first was a devastating fire in February 1953 that might have destroyed the only building on campus. William R. Barry, superintendent of the Northampton schools, who happened to be visiting on the fateful day, provided an eyewitness account.[5] Dean Gourville discovered the fire caused by sparks from a welding torch being used to rebuild the stairwell on the east (Wilder Street) side of the building. The sparks ignited the heavily varnished oak walls, creating a fire storm in the open stairwell. Gourville sounded the school fire alarm, and Julian Roberts telephoned the fire department. Both were praised for "splendid judgment and action." The welder and John Clements, school custodian, grabbed the fire hose (instead of the inadequate extinguisher) and doused the flames, creating huge amounts of smoke that filled the building. Dr. John Fisher and Dr. William Malone did the same on the second floor, saving the building from total destruction. Mary McGauvran saw the "horrible flash," the smoke, and ordered her first floor class on the east side out the front door, then cleared the basement floor. Paul Horgan, a junior, proved truly heroic. He broke down a door and led classmates through a faculty office to safety. Doorknobs leading to the corridor melted in the intense heat of the flash fire.



John Clements, custodian, is pictured in 1953, the year he helped save the Teachers' College building from the disastrous fire in February.

At greatest risk were the students and faculty on the second and third floors on the east side, for there were no exterior fire escapes. Dr. Helen Drinan and Kalervo Kansanniva led their classes through heat and smoke across the third floor to the safety of the west stairwell. The intensity of the heat caused some severe burns and panic, but there were no fatalities, although one student, Florence Berard of Lowell (Class of 1954), lost two fingers from burns and Helen Drinan was hospitalized. Dr. O'Leary happened to be off campus at the time having a haircut.[6] Press criticism focused on the dangers of the missing stairwell while classes were in session and

construction was proceeding. The timing of the construction work was, however, decided by the Department of Building and Construction in Boston, not a local decision. Certainly everyone was relieved that most of the building was intact. At the prompt offer of President Lydon, the students and faculty spent several weeks at LTI while repairs were being made. Exterior fire escapes were added to the building after the unhappy and dangerous incident.



Two controversial members of the faculty when President O'Leary arrived on campus were Herman H. Brase and Dr. John R. Hart.

The second episode involved the O'Leary administration in a legal dispute that polarized the campus over the personality and activities of Dr. John R. Hart. The postwar generation of students at LTC was culturally diverse with significant representation from all ethnic groups in greater Lowell. The freshman class was over 100 students with a growing number of men as music education majors. All students were "block scheduled" into sections for all of their classes; there were no electives in the curriculum. When Daniel O'Leary arrived in late 1950, he introduced the idea of one elective: art or music appreciation. Miss Gourville handed out these electives by alphabetical order. By 1954 students could chose two more electives. In 1951 morning assembly or "chapel" was abolished. Another important change by the new president was the concentration on subject matter in courses rather than on how children might be best taught subjects, for example English literature rather than children's books. Mathematics, psychology, science, and history were taught by new faculty usually with advanced degrees in these fields. One of them was Dr. John R. Hart, A.B., M.Ed. Boston College and Ph.D. in Philosophy from Fordham University hired in 1952. Anne McParland (Class of 1954) had Hart as a teacher. She was born in Lowell in 1932 and graduated from Lowell High School in 1950.

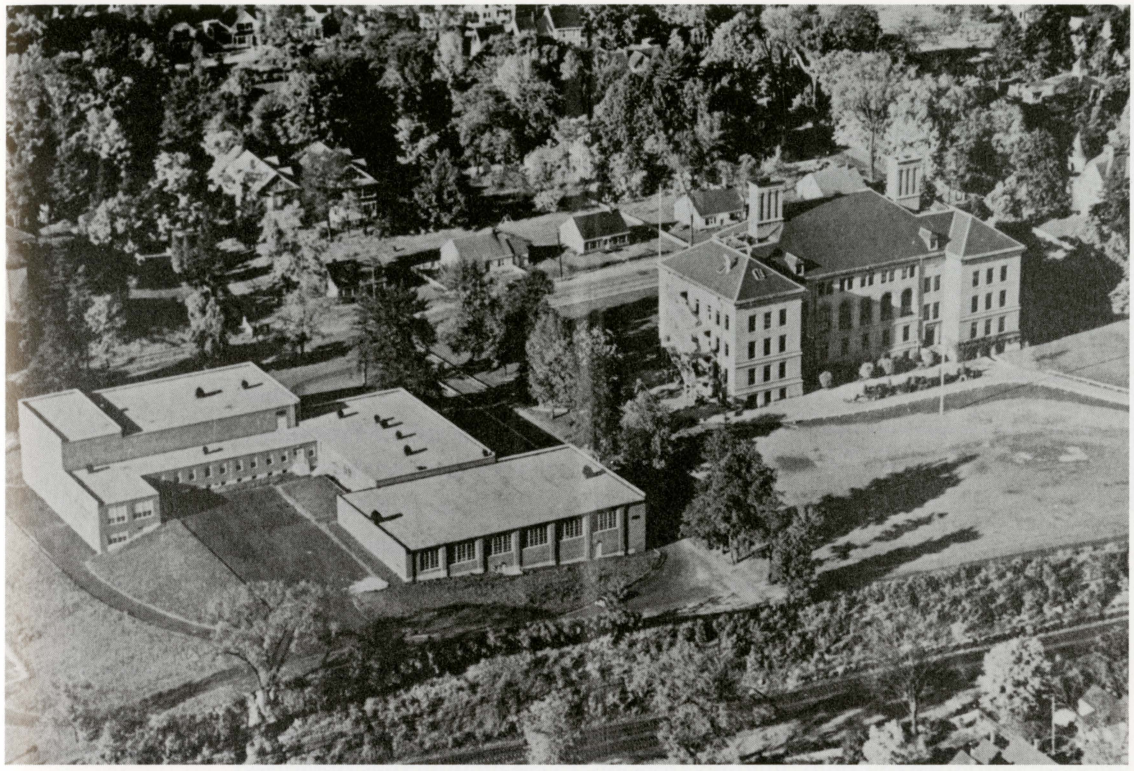
John Hart was a temperamental and disappointed man who had moved from job to job. Many of his students at LTC were Catholics whom he decided to emancipate from their parochial educations by discussing religion and sex education in his courses on the history and philosophy of education. Some students complained; many others were fascinated by Hart and what he had to say. Anne McParland "liked him." Hart made his disdain for less qualified faculty open and unpleasant. He believed himself to be the only real scholar on campus and that his Ph.D. was the best degree among the faculty. Some faculty admired him and enjoyed his company. He cultivated the music students and often socialized with them off campus and on the weekends at local bars and clubs. He was in a position to learn all kinds of gossip and was the kind of man to act upon it.

His major targets became Daniel O'Leary and Julian Roberts. Hart first ingratiated himself with the president but after his double promotion to full professor, he objected to being assigned responsibility for the bookstore without compensation. Hart held O'Leary responsible for the 1953 fire and encouraged students to sign petitions for his ouster and to sue him for negligence. After Hart's allegations of homosexual conduct couched in anti-Semitic language against Dean Roberts as "Professor X" and public insults against other faculty, O'Leary asked for Hart's resignation in May 1954. Hart immediately appealed to the state Board of Education, challenging O'Leary's power to dismiss him. The board refused to hear his case and voted to fire him in October 1954. The state Director of Teachers' Colleges and the Commissioner of Education backed O'Leary.

Hart then sought legal action to gain a hearing before the board, but was denied the petition on the grounds that he did not have tenure. Hart made his anti-Semitism and homophobia open as he tried to convince the legislature to investigate LTC. He accused "Professor X" of homosexual activities with students, and O'Leary with harboring such goings-on. In the 1950s homophobia was as popular as anticommunism, but there was no investigation. All of this resulted in a tumultuous slander suit for $50,000 against O'Leary in October 1958 that occupied the front pages of the *Lowell Sun* for days.

The Boston trial was conducted in a Suffolk superior court with Judge Vincent Brogna presiding.[7] Hart's slander case rested on statements that O'Leary had allegedly made in 1954 about Hart's discharge from the Navy, "so bad that they won't let it out," about his handling of the bookstore accounts, "walking off with $400," "being fired from every job he ever had," and about his insults to fellow faculty. Under cross-examination by the Assistant Attorney General, Hart admitted that his discharge from the Navy in 1943 had been the result of an arrest, that he had resigned his commission, but worked as a civilian for the Navy. The fire in 1953 had destroyed the bookstore records, but Hart's personal check covered a deficit discovered by the college bookkeeper. He dismissed his remarks about faculty members as "banter" protected by academic freedom. He denied any anti-Semitic speech but admitted raising the issue of homosexual conduct before O'Leary who "shrugged it off." He insisted that drinking with students was a common practice among the faculty. He said in his opinion that O'Leary was "a politician posing as an educator." After his firing in 1954, Hart had gathered eight affidavits from male students about "Professor X's" alleged improprieties.

O'Leary denied all the slander charges on the stand. One witness called by Hart's attorney described Hart under cross-examination as "mentally sick," but two others confirmed Hart's charges of slander. Other faculty supported O'Leary's statements about Hart's discordant behavior. Letters concerning Hart's dismissal on the state level admitted that Hart was "an admirable teacher, very popular with the students." Four LTC gradu-



An aerial view of the Teachers' College taken in 1960 just before the Baby Boom generation and the postwar building fever in public education in Massachusetts changed the institution forever.

ates employed as elementary school teachers testified for Hart that O'Leary made "derogatory remarks" against Hart at a student council meeting in 1956 called to obtain information on his dismissal. O'Leary's final testimony after the plaintiff's lawyer had rested his case was effective. The jury, deliberating for five hours, accepted the argument that Hart's case was a "revenge suit" and returned a verdict of not guilty.

This painful public exposure of institutional politics and personal vendettas, with unproved allegations about bribery, sexual impropriety, drunkenness, and faculty discord on campus was intensely embarrassing to the college community. It made O'Leary deeply suspicious, determined to control the faculty, and end any future threat to his position, reputation, and goals. Those who rallied to him during this crisis became a solid core of supporters; those who had not were put into virtual exile.

Riding the wave of the postwar baby boom, O'Leary turned his attention to the expansion of the physical plant and augmenting the curriculum. By 1955 the freshman class enrollment climbed to nearly 500: 343 women and 115 men, the largest number in the history of the college. Between 1954 and 1960 he lobbied the State Board of Education with other teachers' college presidents to create liberal arts colleges out of the teacher training institutions with their own separate Board of Trustees. This was one of the 1965 Willis-Harrington study's recommendation. By 1960 Governor Foster Furcolo and the state legislature approved the change, and the board finally approved. The music faculty could now grant Bachelor of Music degrees and within four years, other departments could confer Bachelor of Arts degrees.



The first building to be added under the O'Leary administration was Mahoney Hall, called the Arts and Science Building.

All of these changes required additional facilities and a new generation of well-qualified faculty. The process was incremental. In 1957 the college acquired twelve acres of land fronting on Rolfe street that led down the hill to the river. This included the house of Charles Allen, former governor of Puerto Rico, that was turned into a cooperative dorm for female music students called President's Hall. O'Leary lobbied for legislation authorizing a $2.4 million classroom and library building (later Dugan Hall), a new dormitory for 300 students (Concordia Hall), and a modern power plant. He already envisioned new majors including secondary education, nursing, and liberal arts.

A total of twenty-six acres in land acquisition provided space for millions of dollars worth of new buildings. The trustees in 1965 supported capital outlay for a combined science building and student union. O'Leary worked hard with the state building authority to create buildings organized around a quadrangle with attractive features rather than the dreary institutional designs of the 1950s. For example, he fought hard for single rooms and an atrium with a fountain in the new dormitory, Concordia Hall, set aside for music students, and colorful mosaics in the science and nursing building (later Weed Hall).[8] He faced many long-term problems with the construction of these buildings but doggedly resolved them.

By 1965 the campus had taken shape, although additional buildings were planned.[9] The student body was over 1,000, the faculty included fifty-six full-time and twenty-two part-time members, and the administrative staff was efficient if lean. O'Leary was proud of his well-qualified faculty in 1965. All but two were appointed by him, but the 1964–65 catalog revealed that less than one-third had terminal degrees in their fields (eight Ph.D.s and nine Ed.D. degrees among the fifty-six full-time faculty). The rest were supposedly at work finishing their advanced degrees, but they faced a workload of twelve class hours per semester that were scheduled for a five-day week. This left little time during the academic year for graduate study or research and writing, unless one possessed heroic energy.

One such was Dr. Mary McGauvran, who worked closely with President O'Leary to raise the college standards of admission in the 1950s while earning her Ed.D. at Boston University in tests and measurements.[10] Every student who applied for admission had a personal interview with a member of the faculty and had to have prescribed SAT (Scholastic Aptitude Test) scores. Most of those admitted were lower middle class in background, able to pay the low tuition that was raised to $200 in 1959. The

development of the federal highway system, especially Route 495, enabled students to commute to the campus but meant extra expenses to keep a car on the road. McGauvran estimated that at least sixty percent worked at part-time jobs to pay their expenses. In addition, she was in charge of student affairs and taught two or three courses each semester. McGauvran also taught evening graduate courses in her speciality at B.U. for seven years. She was working an exhausting double job.

When she came for her interview in 1951, she was aware of Dr. O'Leary's reputation as a difficult, temperamental man but was "too busy" to be bothered about the flares of anger that reddened his face. She had worked with other school administrators with similar characteristics and had never been frightened. She had a job to do and concentrated on that. She approved of the faculty O'Leary was hiring, especially Robert J. Foy in English who later became O'Leary's Academic Dean. She supported his hiring of language instructors who were native speakers of the language they taught. If any department suffered from the expansion of liberal arts, she admitted it was education. She also approved of his courage to fire either a faculty member or employee who failed to work out. At times, O'Leary would on short notice challenge her as head of admissions to meet his needs: get students to fill the dorm, get students to fill the nursing program.

Mary McGauvran found, as did others in administration, that O'Leary was good at delegating authority and sincere in backing the decisions of his subordinates. "I felt very free to exercise judgment." She handled inquiries from political representatives about the admission of certain marginal students skillfully and professionally. Gradually the program offerings expanded: a major in English, history for teaching in secondary schools, and later a history major.

In addition to all these responsibilities, Mary McGauvran became a national expert on testing and measurements. On weekends and at special conferences, she worked with the editorial staff of the World Book Company on changing the Metropolitan Achievement Test and the Metropolitan Readers Test, the latter of which she was co-author. Revised in 1965 and in 1976, the changes in the test measurements reflected educational concern with reading readiness and math skills and the challenges of Lyndon Johnson's Great Society Headstart Program that extended preschool education into poor neighborhoods, north and south. Reading readiness had to reflect and reward new cultural experiences and disadvantaged children. McGauvran developed



President's Hall, now Allen Hall, pictured in 1962, was the first dormitory on the LSC campus.



In 1962 Robert J. Foy joined the English Department and later served the O'Leary administration as Academic Dean.

important connections with powerful educational interests outside the campus. She was pursuing a dual career.

As director of student affairs, McGauvran worked closely with the school nurse, Irene O'Loughlin, the former director of nursing at St. Joseph's Hospital and the wife of Lowell's chief of police. O'Loughlin worked as a guidance counselor and substitute parent as well as a medical professional. She had the wisdom to know when a situation was beyond her and sought additional help. She and McGauvran worked closely together and enjoyed each other's company and respect. The secretarial and support personnel were few but hardworking and versatile. O'Leary put most of his salary money into faculty but depended heavily for many years on four clerical workers. His own secretary, Mrs. Beatrice Meagher, handled all of his correspondence, the admissions files, and served as registrar, entering and averaging all grades by hand. Mrs. Florence J. Braden (the widow of a former mayor, Thomas Braden) was secretary to the Academic Dean, prepared tests for faculty, and did their correspondence and duplication work. Marguerite Gourville's secretary, Mary Brady, handled the voluminous admissions correspondence for the teaching program. Miss Kathleen (Kay) Byrt managed the payroll and supervised the daily signing-in of faculty.

Ralph DeLisle, head of maintenance, was a "jewel of jewels."[11] Everything was fixed on campus; there were no outside contracts. DeLisle had served in the Merchant Marine during World War II, learning all kinds of engine-room repairs. When the administration needed a power plant head in 1964, Civil Service recommended DeLisle from Lawrence who was working at the Federal Reserve Bank of Boston. With full responsibility for his small staff, he taught them to be jacks-of-all-trades, including painting, carpentering, electrical work, and air conditioning repairs. DeLisle also developed an effective program of preventative maintenance.



William F. Dunn, Assistant to President O'Leary, mananged the business affairs of the college with an extremely lean and efficient staff.

DeLisle was the pride and joy of William Dunn, who was hired in 1963 as the assistant to the president. Dunn had worked for five years for the Division of State Colleges in Boston. Born in Boston, he attended the Christopher Columbus High School, earned a degree in Business Administration at Boston College, and took education courses at Boston State College. Two of his bosses at the Division of State Colleges recommended him for the job. When he came for the interview, he got lost trying to find the campus. He was glad he finally did; O'Leary was "the best boss he ever had." Dunn enjoyed complete responsibility for his decisions, backed squarely by the president who never meddled in his work. Dunn handled all contracts and purchasing and poured over blue-prints and building planning with O'Leary. For fifteen years, it was "99.9% roses." Because O'Leary was reluctant to hire personnel recommended by local politicians, the budget suffered. It was not unusual to start the fiscal year in deficit.

Dunn had O'Leary's complete confidence. He was in fact O'Leary's only real confidante: a man to whom the president could pour out his rages and his griefs and whose advice was listened to and occasionally accepted.

Dunn admitted that the faculty was "terrified" of O'Leary, but he found him "a great guy to work for." He often, however, cringed at O'Leary's handling of other people: impulsive, abrasive, and stubborn. O'Leary fired more faculty than any other state college president. On the other hand, Dunn knew he was well-read, garrulous, and a good fighter and scrapper, called by some "Black Dan." O'Leary's political connections included Fred Meier, president of Salem State College, Senator Kevin Harrington of Salem, Boston Representative John Tynan on the House Ways and Means Committee, and Lowell State Representative Cornelius Kiernan.



The College's small office staff in 1953 included (from the left) Florence Braden, Marion Atherton, Beatrice Meagher, and (seated) Kathleen Byrt.

Dunn put together a small staff of professionals to handle the college's business affairs—Kay McQuade for Payroll, Grace McNulty for Accounting. Dorothy Provencher, Virginia Mullen, all were blessed with a full delegation of authority that made their work hard but satisfying. They all did well after the merger with LTI because they were so good and knew so much.

Marie Kirwin Sweeney (Class of 1964) joined the second class of English/Secondary-Education majors. The teacher training in secondary education was handled by Dr. Burto and Margaret Guindon and supported by the growing English faculty. This became the model for additional programs. The classes were small at first and used area high schools for their practice teaching. Marie had graduated from Notre Dame Academy in 1960 with a solid background of Latin, French, classical mythology, and writing skills. Coming from an encouraging family and with four siblings eager for professional education, she always knew she wanted to be a high school English teacher.

After World War II, Lowell Teachers' College became increasingly coeducational, as seen in this Percussion Class held in Coburn Hall for the Class of 1952. Courtesy of Vito Selvaggio.



Although the nuns warned her about the dangers of public coeducation, she made an easy transition out of the academy's uniform and into classes with male students and professors. Perhaps the most abrupt transition from her Catholic education was her first English

course, The Bible As Literature, taught by Robert Foy. English/Secondary Education majors were grouped into one section and took all their classes together. Occasionally they joined with music education majors for science courses. These sections of majors forged strong bonds among the students whatever their backgrounds. Meanwhile, Marie worked her way through her four years at LSC as a Woolworth's clerk.



Music education majors Vito Selvaggio (Class of 1952), Mary Keenan (Class of 1950), Lorraine Boulanger (Class of 1953), and William Welch (Class of 1952) at a formal dance at the Andover Country Club. Courtesy of Vito Selvaggio.

The atmosphere at LSC in the early 1960s was that of a small institution of about 500 students who came to know each other personally, whatever their year or major. The faculty was devoted to teaching and encouraging the students. Student activities revolved around the Student Government Association, the *Campus Star,* the literary magazine, *Pegasus,* formal dances, and the WRO and the MAA, athletic associations with their own social occasions. Campus politics included lobbying for a mandatory activity fee, supported by *Campus Star* Editor Charles Mitsakos (Class of 1960) and SGA President Ronald Godfrey (Class of 1963) both of whom believed in building a closer-knit campus in spite of the necessary commuting. Marie remembered one painful political event that abruptly terminated her last week of practice teaching at Bedford High—the assassination of John F. Kennedy in November 1963. She was a young woman from a family that boasted generations of political activists in Lowell, but she surprised and even disappointed some of her teachers by choosing Lowell High School for a job. She had set foot in the building only twice, but Marie was deeply rooted in the community and enjoyed teaching at Lowell High until she retired.[12]

President O'Leary poured a great deal of support into the music program under Edward F. Gilday, whom he hired in 1953 as head of the Music Department. Gilday was born in Holyoke, Massachusetts, and grew up in a family of amateur musicians. He attended Holy Cross College for three years and then transferred in 1932 to New York University where he fell under the spell of a great choral director. Choral music became Gilday's life and passion. Gilday taught for sixteen years at Framingham Teachers' College, his tenure interrupted by wartime service as a flight instructor for the Navy and a tour of duty in the Aleutians. He continued to direct the Framingham Choral Society for years after he left. He was also the director of the Handel and Hayden Society in Boston from 1959 to 1969. He became a celebrity among Boston musical circles and relished his chances to reach national audiences through television performances. He established an international reputation that greatly enhanced the prestige of the college. It was his great pleasure to nominate Arthur Fiedler, director of the

Boston Pops, for an honorary degree from the University of Lowell.

Gilday's great incentive to come to Lowell was the potential: a unique music education speciality, the offer of department head, and the chance to include tenors and baritones in his chorus, for Framingham had an all-female student body. The other five music faculty included William R. Fisher and Cyrus D. Thompson, both Ed.D. from Boston University, Domenic R. Procopio from Harvard, Mabel B. Wilson from Tufts, all of whom specialized in music education, and Paul Bregor, a pianist from Boston University. In 1953 Gilday found sixty enthusiastic and talented music students who because their numbers were small did everything. They all played in the band and the orchestra and sang in the chorus; instrumentalists were interchangeable with vocalists. In the postwar years of growing schools and cultural development, jobs were plentiful. In 1957 he proposed that the music department be combined with the Boston College of Art, an idea that went nowhere. Still mergers were on his mind, and he kept talking to O'Leary about the idea.[13]

The music department chased useable space as the campus expanded: first the Little Theater and the music cubicles in Mahoney Hall, later classrooms and rehearsal halls in Dugan Hall, a brief period in residence in Allen Hall after the new dorm opened, and finally a new building, to be named Durgin Hall, overlooking the river designed for the College of Music. Resources were always scarce. O'Leary insisted that no faculty have private offices and even balked at telephones. While in Mahoney Hall, Gilday had to arrange his own private office in the ticket booth of the Little Theater. His highest priorities for the new music building were plenty of soundproof practice rooms, a fine auditorium where various concert series, including a spectacular performance of *Carmina Burnana* by the Boston Ballet, could be staged, and private offices for his faculty.

In the 1950s and 1960s, the music faculty grew as student demand for the program increased. According to Willis Traphagan, hired to teach brass instruments in 1962, it was a beginning of the golden years for the music program in the 1960s and early 1970s.[14] When Cyrus Thompson died, Traphagan took over the direction of the Wind Ensemble, and Paul Gay was hired to conduct the Brass Choir. Gilday conducted the Concert Choir and Dominic Procopio dealt with the Laboratory Chorus. All the students were music education majors, but as the music program developed and attracted students from all over the state of Massachusetts with guaranteed dorm



An experience shared by all in 1964, faculty, administrators, staff, and students, the food lineup in the "Caf," presided over by the popular Alice Conlon.



At the Student Government Association Dance in 1964, undergraduates did the popular dance called "the hully gully."

space in Concordia Hall, students with the kind of talent that demanded a performance major brought changes after 1965. The future indeed looked golden.

Endnotes

1. After her graduation in 1939, McGauvran obtained a job in Chelmsford, then moved to the progressive and well-financed system in Newton where she was encouraged to do graduate work in Measurements and Evaluation at Boston University. She tired of the commute, regarded college teaching as a challenge, and accepted a position at LTC in February 1952. She gave up tenure and took a pay cut to come to Lowell.

2. For a similar appraisal, DeMerritte Hiscoe, "A History of Lowell State College."

3. Observation to the author by Mary McGauvran.

4. From my own job interview in 1965, this seemed typical. Accompanied by Dr. Goler, who took no role in the discussion, Dr. O'Leary pointed to a stack of what he described as Harvard applicants for the job in history. After many uncomfortable minutes, I finally responded: why don't you take one of the Harvard candidates and how many volumes are in the library? This apparently satisfied him that I was "alive." Later to my surprise, I was offered the job.

5. William R. Barry to Patrick Sullivan, Division of State Teachers Colleges, February 9, 1953. My thanks to Marguerite Gourville for this letter.

6. The loyal Gourville told the press that he was at a meeting in Boston, Gourville interview. In 1956 the contractor was sued for damages in Helen G. Drinan et al. v. Standard Steel and Iron Works.

7. *Lowell Sun,* October 8–20, 1958.

8. Interview with William Dunn.

9. Kendall Wallace, *Lowell Sun,* November 28, 1965.

10. McGauvran interview.

11. Dunn interview.

12. Interview with Marie Sweeney.

13. Telephone interview with Edward F. Gilday, July 15, 1994.

14. Interview with Willis Traphagan.

Facing page: The addition of new faculty, especially in the Art Department, helped raise the quality of images for the college yearbook by 1965.





CHAPTER VII

Martin J. Lydon and Everett V. Olsen: Years of Expansion and Protest at Lowell Technological Institute, 1950–1974

In 1953 Lowell Textile became Lowell Technological Institute, a recognition of the Fox administration's new directions in paper, leather, and electronics.* Martin Lydon pushed Fox's vision beyond these programs into new technologies and programs, graduate education, and R.O.T.C training. New buildings, including Cumnock Hall, and new faces appeared on North Campus. During his tenure as president of the Institute, 1950–1972, Lydon depended heavily on Everett Olsen to complement his own considerable skills as an advocate for the Institute.[1]

In August 1950 Lydon won his first victory: the appointment of Wentworth Williams instead of a trustee's relative as Dean of Students. The trustees chose the academically well-qualified Ed.D. from Columbia University by only one vote. Olsen remembered the politics of this battle as Lydon's "first real rough time." We had "to win this one or lose them all from here on."**

*The intent of the legislation filed by Lydon and Olsen was to model the new Institute after the University of Massachusetts in Amherst with graduate programs and access to the legislature without first going through the Department of Education that oversaw all public education in the state. Everett Olsen remembered a unique difficulty: "Nobody in the legislature could spell technological, and three-quarters couldn't say it." The establishment of the Research Foundation required additional corrective legislation, written by Olsen with the help of the Attorney General's office.

**When he was replaced with Richard Ivers, Williams went into the English Department; Chapin Harris replaced Nathan Reed as Dean of Faculty and then became Graduate Dean; and Charles Edlund of MIT was made Dean of Faculty.

Looking through the windows of the library toward Cumnock Hall in 1962.



The interior of the Alumni Memorial Library pictured in 1963.

The Lydon administration also successfully established an Air Force Reserve Officers' Training Corps with the help of Lowell's Republican Congressional Representative, Edith Norse Rogers. Rogers served on the House Armed Services Committee, worked closely with the Veterans' Administration, and in 1955 fiercely defended Lowell's R.O.T.C. program. Rogers and her cousin, Mrs. Norman E. Ditman, the daughter of A. G. Cumnock, insisted that the new Administration Building dedicated in 1954 be named after the first president of the Lowell Textile School. The event was distinguished by the presence of Vice President Richard Nixon, who received an honorary degree. Nixon, gracious throughout the day, talked openly with students and gamely wore a freshman beanie.

Lydon was at his best with powerful and well-educated members of the academic or political establishment. He entertained at the Harvard Club. He shone at the delivery of elegantly worded addresses and at social activities where his Harvard polish and distinguished Brooks Brothers appearance enabled him to mingle easily with college presidents and governors. When LTI was able to grant graduate degrees, Lydon assembled a star-studded field of honorary doctorates: Vice President Nixon, Senator John F. Kennedy, Cardinal Richard Cushing, Assistant Secretary of Defense E. Perkins McGuire (Class of 1928), Governor John Volpe, Senator Edward E. Brooke, Governor Christian Herter, Senator Leverett Saltonstall, and U.S. Health, Education, and Welfare Secretary Eliot Richardson.[2]

Across the Merrimack River at Lowell State Teachers' College, longtime President James Dugan retired in 1950. Dr. Daniel H. O'Leary, Ph.D. Boston College, was appointed by the State Board of Education. The Lydon and O'Leary Administrations did not hit it off from the start. O'Leary was not the Lowell appointee sought by the *Lowell Sun,* and his style contrasted with Lydon's Harvard manners and with his distaste for open confrontation. When a fire closed Coburn Hall in February 1953, Lydon immediately offered O'Leary use of classroom, laboratory, and support facilities. The *Text* heralded a "Temporary Lowell University," welcomed 400 mostly female students to its ten female undergraduates, and insisted that despite fears, no STC coed would be whistled at, patted, or pinched. Meanwhile the two campuses began to compete aggressively for legislative funding in the academic building boom of the 1960s.

One issue that separated LTI from Lowell Teachers' College was the establishment of summer classes at no cost to the Commonwealth in 1950 by two energetic faculty: Ernie James, Chemistry, and Andrew Ouellette,

Mathematics. Students who flunked courses, transferred, changed degree programs, or whose work schedules prevented them from carrying a normal course load greatly benefited. Soon LTC students began to register for summer study. By 1956 the program served 1,600 students and returned hundreds of thousands of dollars to buy library books and materially assist the accreditation of programs.

Everett Olsen worked on budgets, wrote legislation, and conferred with legislative committees. His position on patronage appointments to the Institute was practical. If the legislature gave twenty positions for maintenance, he would sit down with the local state representatives, such as John Janas, Cornelius Desmond, and Cornelius Kiernan, and hear their views. "But I don't want any hacks....None of this sore-back business, no heavy lifting,...I can answer telephones but nothing else...and 'no shows' are out." Academic positions such as deans and faculty required proper qualifications, not political connections. If the governor's office pressured LTI to hire specific persons, Olsen warned the local representatives that their territory was being invaded. The relationship he tried to build appeared benficial for both the politicians and LTI's reputation.

Olsen's work on Beacon Hill, consulting with legislative committees out of Representative Kiernan's State House office, was his forte. His style endeared him to men and women who had worked their way up in the world of politics or business. Olsen's ability to tap faculty for their expertise and actually put it to work, and his skills at bringing adversaries together to iron out problems made him a unique asset. "Classy" was his favorite compliment, but he avoided the public limelight, leaving that to President Lydon.



Vice President Richard M. Nixon received an honorary degree at the dedication of Cumnock Hall in 1954. The students also gave him an honorary freshman beanie, which he graciously accepted.

Another issue that divided LTI and Lowell Teachers' College in the early 1960s was the Willis-Harrington Commission's plan to reorganize public colleges under a new Board of Higher Education. State teachers' colleges would become state colleges with their own Board of Trustees. Although backed by powerful Senate Majority Leader Kevin Harrington from Salem, Kermit Morrissey, an adviser to Governor Dever and later president of Boston State College, and Governor John Volpe, Lydon and Olsen regarded the effort as disastrous for Lowell

Tech.[3] They believed that the University of Massachusetts in Amherst would use the legislation to take over and subordinate the Lowell campus.

During the hearing that significantly challenged the legislation, the politically well-connected LTI trustee, Joseph Donahue Jr. of Lowell, convinced Senator Mary Fonseca of Fall River that Willis-Harrington would next undermine Southeastern Massachusetts Technological Institute in her district. Senator Fonseca clamoured for amendments. After the hearing, Harrington complimented the LTI group on its astute tactics and invited them to stay for dinner. "No thanks," they said, "we'll leave while we are ahead."

Later Volpe boggled at the cost of implementing Willis-Harrington, costs calculated with the help of Representative Kiernan who revealed them at the State House to Harrington's outrage and then moved for a postponement of the bill. When the legislation finally passed in 1965, Lowell Tech was protected and given fiscal autonomy, a Research Foundation, its own Board of Trustees, and the ability to confer graduate and honorary doctoral degrees.* When President Eames died in the early 1950s, he had been too afraid of legislative interference to leave anything in his will to LTI; his money went to MIT. Later Olsen put together legislation to create trust funds for donor scholarships and continuing education, an extension of the concept of night school.

Plastics engineering grew strong in the 1950s. The key player was Dr. Russell W. Ehlers, Ph.D. Yale, head of the department for twenty years.[4] Ehlers had worked in the textile industry, on spark plug engineering for General Motors, and for the U.S. Quartermasters Corps during World War II on lightweight body armor. Henry Thomas of LTI and consultants from MIT and Princeton drew up a program and hired Ehlers in 1954. By 1956 the program started up in the basement of Pasteur Hall, assisted by Raymond Normandin, and in 1957 by Thomas from Mechanical Engineering. For years, they functioned without a secretary or a technician.

When the Herbert Ball Engineering Center was finally completed and dedicated in 1964, they moved to basement quarters. Because of his experience in industry and government, Ehlers had the knack of working with both and gaining jobs for graduates, grants, and scholarships. In the middle 1960s, a graduate program added Rudolph Deanin, Aldo Crugnola, and Nicholas Schott to the Ph.D. faculty and expanded the staff with program graduates. Continued cordial relations with the plastics industry helped the department retool in the lean years of the 1970s. When Ehlers retired in 1974, Crugnola served as Department Head until he was chosen to be Dean of Engineering in 1977. Nicholas Schott then became department head. Plastics Engineering had become the most successful survivor of the Fox legacy of new technologies to serve industry.

*Everett Olsen remembered the internal search for a new name, such as the quickly discarded Technological University of Massachusetts, or "TUMS" and the Scientific and Technological University of Massachusetts, or "STUNK."

Lydon also decisively moved the Institute toward General Engineering, setting up a four-year B.S. program in 1956, headed in 1958 by Dr. Charles Mingins from Tufts. The Industrial Research Building, where the program operated, was named for Herbert J. "Herbie" Ball who retired in 1955 after forty-nine years of service beginning in 1906 as a textile engineer from MIT. Dr. William T. Hogan joined the growing engineering faculty in 1964. He had worked as an engineer with rocket specialist Dr. Werner Von Braun at the Huntsville, Alabama, military installation.

The technical challenge of the Russian space satellite *Sputnik* in 1957, the idea of "atoms for peace," and the coming on-line in 1958 of Yankee Atomic Electric Company's nuclear reactor at Rowe, Massachusetts, brought a nuclear center to the Institute. Initially the president of the University of Massachusetts, Jean Paul Mather, criticized the concept as inappropriate and too expensive, while privately developing a full-blown nuclear engineering program to offer Governor Foster Furcolo, following his public announcement of the state program at a special luncheon meeting. Tipped off by James Gregory Walsh, deputy director of personnel, Olsen arranged for President Lydon (a friend of Furcolo) to see the governor before noon and to sew up the project for Lowell. The Amherst campus and its ten-year-old engineering program lost out.

After Lowell's successful grab for the center and the organization of a nuclear program that began to accept freshmen in 1958, it took years and years to get the reactor properly designed and built.[5] The Atomic Energy Commission issued a license to build in 1965, but the reactor was not officially in operation under permit by the A.E.C. until January 1975. The delays represented a combination of technical inexperience by the state Division of Building Construction, lengthy legal squabbles among the building subcontractors, and the urgent need by LTI for consultants who brought their own agendas that changed the objectives and design of the project.*



The Lydon administration concentrated most of its energies on expanding the physical plant on campus, including the costly and controversial Nuclear Center.

Dubbed by many "a turkey" and "a white elephant," the project initially represented for the technically unsophisticated but enthusiastic Lydon a big Institute project. Samuel Pinanski, chairman of the Board of Trustees,

*Extensive excavation on an old dump site behind the Quad to reach ledge created delays. Blasting work to prepare the foundation for Olney Hall shattered the asbestos lining of the reactor, requiring a major overhaul. General Electric supplied the components for a 5 Megawatt swimming pool reactor, and High Voltage Engineering built the Van de Graaff 5 1/2 MEV (million electron volt) particle accelerator.

hoped to use nuclear power in the regional economy. Pinanski especially pushed for nuclear medicine facilities which required a three-by-three-foot opening in the reactor pool for "radiation treatments" on terminally ill cancer patients (later plugged by lead bricks) and access for ambulances.



The Reactor becomes operative.

The Nuclear Engineering staff waits out a tense moment in 1975.

Olsen tapped Mechanical Engineer Kenneth Rogers in 1959 to oversee the long, drawn-out design process. Many experienced consultants for the project became familiar faces at LTI. Leon Beghian, MIT research physicist and an expert on the particle accelerator persuaded Lydon to add one to the plan. Edward Alexander, Director of the Research Foundation, Joseph Killelea, Director of the Nuclear Center, and a whole new generation of high energy physics researchers were eager to use the particle accelerator* Beghian became Olsen's choice for Provost in 1971.

Lydon also pushed graduate education at LTI to distinguish the campus further among its competitors in public higher education.[6] Chemistry, well-established in the textile, paper, and leather programs, was the obvious choice for a Ph.D. program, followed by physics. Elmer Fickett retired in 1954, and Dr. George Griffin of MIT pushed for higher research standards and accreditation by the American Chemical Society. Meteorology became a spin-off program from the nuclear center. The Atomic Energy Commission required the Institute to file daily reports on the strength and direction of the prevailing winds and exhaustive studies on the reactor's plume. All of these programs meant the hiring of a whole new generation of young Ph.D.s. Many of these well-trained, research faculty were more committed to their research and their professional disciplines than to the Institute, its leaders, and students. A division of interest and age began to develop between the "pure" and

*One was astronomical physicist, Dr. Edward J. Gilfillen, who taught at Lowell for several years before going to Hong Kong to teach nuclear engineering. The nuclear reactor with its very high maintenance costs remained an under-utilized facility.

"applied" science faculty. As LTI grew, the atmosphere of a small, well-integrated college community faded.

The Electronics Division (later Electrical Engineering), headed by Felix Palubinskas from MIT, also quickly picked up additional faculty including Carl Stevens, who replace Palubinskas as head of the department, and Gerald Smithson, both from Tufts. The faculty was eager to disengage from any connection with textiles as applied electronics and push for a theoretical approach that led into computers. The local electronics industry was booming on Route 128. Governor Christian Herter, who knew the heads of many growing firms, was interested and backed LTI's proposal for an electronics building.

Fox Hall, the high-rise student dormitory, dominated the campus even as it was being built in 1973.



The growth of science programs at the Institute in the 1950s attracted many well-qualified people. Among them were Elias Snitzer, Ph.D. in Physics from the University of Chicago, whose teacher was nuclear physicist Enrico Fermi.[7] Snitzer was a brilliant teacher and researcher in electronics, very popular among his colleagues and students. But the 1950s was also the heyday of McCarthyism and the House Un-American Activities Committee. In March 1958, Snitzer and a colleague, David Fine of the Department of Physics and Mathematics, were abruptly summoned to President Lydon's office where they were interrogated by two state police officers. Lydon and Olsen had immediately excused themselves from the meeting, and Lydon suspended the two faculty members ten days later. On March 19 and 20, the two LTI faculty were called to Boston by HUAC to testify about allegedly past Communist Party membership and activities. Dr. Snitzer pled the First Amendment on free speech and Mr. Fine, the Fifth Amendment on self incrimination.[8] Governor Furcolo demanded their resignations.



Elias Snitzer, in 1958 a member of the Department of Electrical Engineering, became the focus of an investigation of the Institute by the American Association of University Professors that resulted in a formal censure of Lowell Tech.

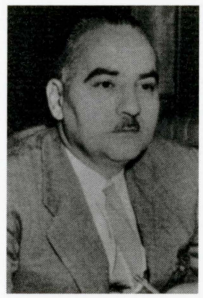
The trustees held separate hearings for Snitzer and Fine accompanied

by lawyers for both sides, but the American Association of University Professors was not allowed to be present although the state police were. Faculty who had established a chapter of the AAUP in 1954 were warned by administrative memo not to talk to the AAUP investigators under the implicit threat of dismissal. The *Text* did not even print the story for two months. The Board of Trustees voted to fire the two professors.

During its investigation based on Snitzer's complaint, the AAUP found a pattern of "improper subordination" that violated academic freedom for the faculty and due process for Snitzer and Fine. The Lydon administration had stonewalled the AAUP and paid dearly for it. Not only did the Institute lose a brilliant researcher and teacher in Snitzer, but his appeal to the AAUP brought a formal censure of LTI and the alienation of Snitzer's student admirers and friends such as electronics professor Robert Powell, the first African American member of the faculty.* In its continued quest to hire faculty for its graduate programs, many excellent prospective candidates refused an offer from an institution under censure. Finally, the Institute met the AAUP's requirements in 1968 including a fine and a costly financial settlement with Snitzer.**



The charged atmosphere of the mature GI Bill generation had died down by 1952.



Dean of Faculty Charles F. Edlund hired Snitzer and during the furor resigned as Dean.

The North Campus physical plant continued to grow and grow. In 1957 Lydon had received a commissioned report from the Harvard University Graduate School of Design that laid out an expansive master plan for the campus by 1975 based on spiraling enrollments in the day, evening, and summer schools. The report recommended an industrial research building (Ball Hall), a $1.5 million gymnasium, stadium, and boathouse, more classrooms and labs, and increased student housing and a new student union. The administration moved quickly to request a capital outlay appropriation of $5,720,000 including the costs of the nuclear center.

Against internal opposition, the Lydon administration also established the basis for the College of Management Science and the Department of Biological Science. Hired by John Robertson in General Studies, Stuart L. Mandell, M.B.A. Syracuse University, came to LTI in 1948 and developed

*Powell left the following year. Among the students of Snitzer's were Edson DeCastro, founder of Data General.

**Elias Snitzer went to MIT in 1959 and later became a researcher at the American Optical Corporation, the Polaroid Corporation, and an expert on fiber and integrated optics at Rutgers University, *American Men and Women of Science,* V.6, 18th Ed., (1992-93): 933. Another casualty of this case was the Dean of Faculty Charles Edlund who had discussed Snitzer's connections with the American Communist Party, which Snitzer had terminated in 1956. Edlund hired him for the fall semester in 1956 without revealing his knowledge to Lydon. Edlund resigned, bearing the responsibility. The AAUP was not appeased.

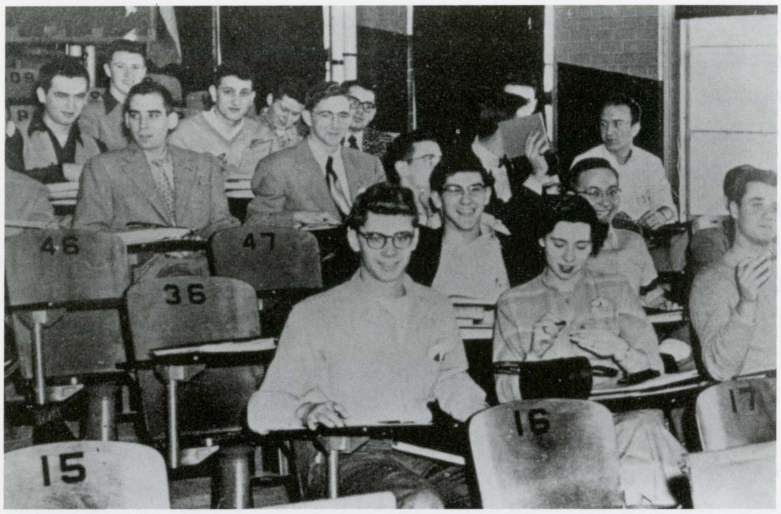
an industrial management program for 1960 to produce "scientifically-oriented" managers and salesmen. Out of this program and with "Stu's" connections with the summer programs at the International Marketing Institute at the Harvard Graduate School of Business Administration, a four-year program in Business Administration registered its first students in 1964. This, he believed, shifted the atmosphere of LTI from an engineering college to that of a university. New faculty staffed the options in finance, accounting, personnel administration, and production management.

Lydon abandoned the leather program; the paper program became part of chemical engineering. The growth in the new programs stretched the Institute's resources to the limit and led to downsizing, then closing the textile program in 1971. Mill-sized equipment that served the wool and cotton programs—especially wool-scouring machinery that used thousands of gallons of water and thousands of pounds of wool and huge mule spinning machines, warps, creels, and slashers—ate up space and money for maintenance. The textile faculty dug in to fight for the program, but as the regional industry declined, few of its students were New Englanders. A cost study of the program in the late 1960s revealed that each textile student cost the Institute $20,000 a year and required twelve faculty for nine students. Seven of the nine were foreign students.

The textile faculty faced cultural and political problems with students

The early student radio station WLTI was set up in an extremely cramped studio in Eames Hall, the second student dormitory.





The student body in the 1950s was generally immature and apolitical but full of high spirits.

of foreign origin unlike any other. Some were South American playboys with plenty of money and little interest in course work. Upper-caste Indians refused to actually touch the textile machinery for fear of defilement. Learning in the abstract was not the New England tradition. The hardest workers were the least advantaged Asians and Middle Eastern students. Most poignant was the dilemma of Chung-Sheng Na, puckishly called "Mr. Sodium" (Na) by Elmer Fickett. Born in 1924 in Yunan Province, China, he earned a B.S. and M.S. in Textile Chemistry. Upon graduating in 1949, he was forced to choose between going home to Maoist-controlled China or staying in the U.S., never to see his mother again. He chose to stay.[9]

As acting president in 1971, Olsen faced the trustees and the alumni with the cost study of the textile program but still found strong resistence to its termination.[10] The "Baby Boom" generation of American undergraduates, however, were uninterested in textiles, while the operation of machinery conveyed a trade school rather than a collegiate atmosphere. Nonetheless, the training of foreign students by the Commonwealth to develop textiles in their home countries was something like a small-scale Marshall Plan in which LTI was the major force.

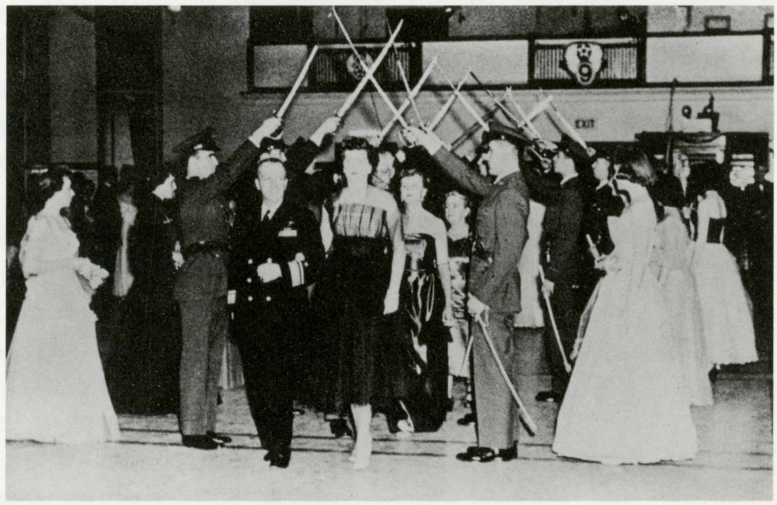
The late sixties and early seventies hit most American college campuses with restive faculty and rebellious students. The issues were faculty rights and power in decision-making, new student legal rights and freedoms on campus, issues of minority hiring and minority students on campus, and a general questioning of all authority based on the corrosive effects of an increasingly unpopular war in Vietnam and the drafting of college-age men before they received the right to vote.

Two cultures had developed at LTI during the 1950s and 1960s. The Lydon administration and the Board of Trustees, chaired for twenty years



The Air Force Reserve Officers' Training Corps was very popular on campus in the 1950s.

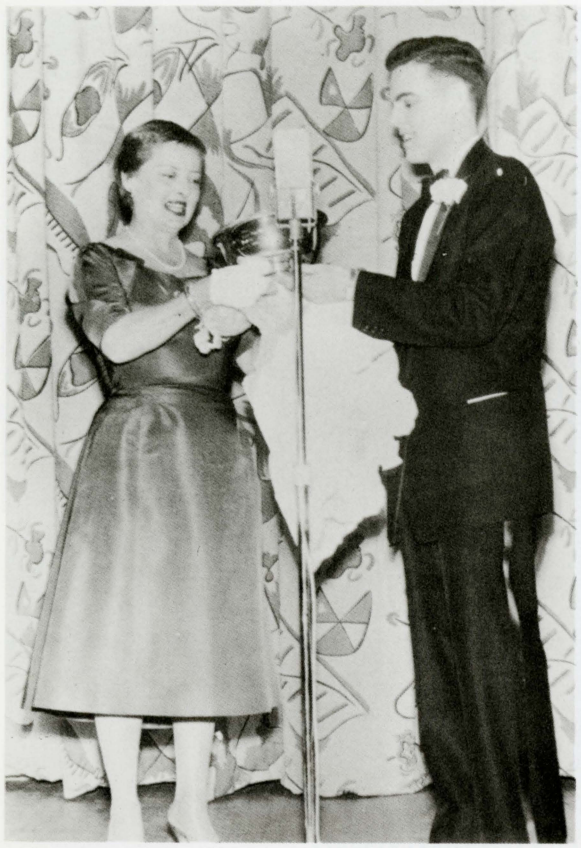
by Samuel Pinanski, represented the first culture that concentrated on the politics of physical and academic expansion. Students and younger faculty did not figure in policymaking, except for their growing numbers, which gave expansion its rationale. The newer faculty with research interests in chemistry and physics wanted to join the University of Massachusetts system and regarded President Lydon as an obstacle. Lydon and Olsen fought to keep LTI independent. There was much grumbling and letter-writing, but many of the discontented "firebrands" simply got other jobs. Still, in contrast to his first ten years, Lydon was increasingly on the defensive, trying to avoid controversy, a situation which made him unhappy with his job and after his marriage inclined to travel worldwide in the 1960s.



The highlight of the social calendar was the Military Ball held by the Air Force R.O.T.C. club with its dramatic Le Marche Grande.

The second less visible culture represented the undergraduates and the younger faculty, especially in General Studies, who were committed to the Institute. For example, Gerard O'Connor and Francis Walsh with bachelor degrees from Harvard and Boston University joined an aging Social Sciences faculty in the late 1950s made up in part by R.O.T.C. officers.[11] Both concentrated on earning their doctorates at Boston University, while teaching four courses or more each semester and avoiding campus politics. As the "Irish kid" hired in 1957, the twenty-two-year-old O'Connor was dubbed "Murphy" and "O'Toole" by two Yankee faculty. When an extremely well-qualified Ph.D. in history was denied a promotion, O'Connor and Walsh circulated a petition to Lydon but got nowhere.[12] Still, they learned from this to go directly to sympathetic trustees to counter the administration's decisions on appointments and the lack of predictable procedure. By the 1960s, a network of antiestablishment faculty had formed to lend support to students increasingly unhappy with the decisions of the administration and with the rules and regulations that left them feeling powerless.

In the 1950s, however, students supported the Lydon administration and the growth of LTI. The highlight of the year's activities was the glamorous, annual Military Ball sponsored by the "Hap" Arnold Air Society. Devout students organized a Newman Club and a Hillel Councellorship. Bette Davis made a stellar appearance on campus in 1956 to honor the Tech Players' version of "Mr. Roberts." Fraternities, sports, and heavy class schedules took much of their time. Campus politics, if any, centered on a general dislike of the heavy-handed actions of Dean of Students Richard Ivers. In general, most liked Ike and the peace and technical advancements of the 1950s.



One of the great moments in the 1950s was the appearance of Lowell native Bette Davis at the Textile Players' production of Mr. Roberts *in 1956. Sharing the spotlight is Frederick Obear (Class of 1956), who played the role of Mr. Roberts.*

The Institute radio station WLTI began to broadcoast music to the two dorms in 1952 and quickly became the focus of student interest. Edward Bonacci (Class of 1954), a textile engineering major, experimented with a home-built amplifier in his room that sent AM signals to student radios and founded the Broadcasting Society. With $200 from the Student Council and located in an old lab in Kitson Hall, the station, handled by volunteers, broadcast at night on Monday through Friday, and on Sunday afternoons. Local businesses serving students bought ad time. The programming was only music, the time, and nothing else. No campus news because, as Bonacci said, "Nothing was going on."

Technically the station was constantly being updated: new consoles, a place in the basement of Eames Hall, a tape recorder, and an invaluable spool of copper wire "donated" by CBS, courtesy of LTI graduate Larry Artz. In 1963 the Audio-Visual Society, advised by Joseph Kopycinski, proposed major changes including a much larger capacity transmitter located in the new library building and the possibility of an FM station under the jurisdiction of the Federal Communications Commission. An antenna on top of Lydon Library carried WLTI/FM 91.5 in a directional pattern to the greater Lowell area. Music continued to be the main focus of activities; politics was not WLTI's game until overwhelmed by student protest in the early 1970s. Even then, the station, according to the station advisor Dick Kenney (Class of 1969), did not take sides or touch the war issue.[13]

Changes began in the early 1960s with the rising influence of New York-educated and more radical students on the campus newspaper. The pulse of undergraduate life was reflected in the pages of the *Text,* especially with gripes about the slowness in constructing the industrial research building and the nuclear center. One Saturday morning in 1961 a large, well-built sign dubbed what would be Ball Hall: the "Under Construction Hall," while campus pranksters decorated one maintenance building with a hung effigy of the contractor and the word PAYOLA. Paul G. Hewitt, the 1961–62 editor, a mature physics major (Class of 1962) with a family, also printed features on arms control and the Peace Corps, debates over civil defense shelters and the admission of Red China to the United Nations, and reports on nuclear testing and the civil rights movement. Undergraduate opinion on political issues began slowly to emerge, but strong support for U.S. troops in Vietnam was the clearest stance.

Meanwhile, the Lydon administration and Trustee Chair Samuel Pinanski

were absorbed in organizing a new Building Authority in 1962 with Homer W. Bourgeois, a Lowell banker, as chair with the power to issue $5 million in bonds for new construction. By 1965 Willis-Harrington had been successfully dealt with, and ground was breaking for new dorms to be named for Bourgeois and for Trustee Leitch. The administration seemed fixated on satisfying students with new programs and buildings, yet unaware of the potential of student discontent with high-handedness or fear of the draft.

One of the first signals occurred in 1966 when the trustees announced that the new gymnasium complex would not be named for one of the esteemed, experienced coaches: Rusty Yarnall, David Morey, or even the venerable Lester Cushing, but for Thomas F. Costello, the late father of Clement C. Costello of the *Lowell Sun*. To students and many others, the decision appeared to be cynical politics at its worst, yet the reaction was mild in comparison to what was coming. The Lydon administration ignored the warning.*

Undergraduate unrest after 1966 centered in the Student Council and the editorial board of the *Text*. In spite of the annual turnover of editors and the rotation of student leaders each graduation, a core of activists emerged in 1967 and persisted until 1971. They identified their cause with the national culture of student and faculty unrest over the war and the draft. Undergraduates listened to protest music, wore the clothing of the counter-culture, grew their hair, beards, and moustaches long, and began to oppose administrative insistence on student duties with demands for student rights. A small chapter of Students for a Democratic Society appeared. Antiwar protests began in print and in demonstrations, and the activists reacted strongly against administrative censorship and controls. Some of the key figures were Henry Lessard (Class of 1968), S. J. Boumil (Class of 1969), Martin Bourque (Class of 1969), Louis Contino (Class of 1970), Robert McGaughey (Class of 1971), Alvin Frost (Class of 1971), and John J. "Jack" Costello (Class of 1972) among many, many others.

Almost in anticipation of the merger in 1975, some LTI students joined a Peace Vigil at Lowell State in October 1967, negating the legal barriers between the two campuses for student solidarity against the war. At the rally, a local politician raised the question of the right of students to assemble for political purposes on state property. The key issue of whether students had political rights was thus tossed into the arena of campus politics.** Radical students took this issue and ran with it.

The Lydon Administration immediately provided the perfect context to test the question. In a series of ill-judged decisions seriously impacting on student life, the campus was seized with crisis after crisis. Mandatory

*Yarnall became Athletic Director in 1966, and in 1967 the administration named the playing fields for Lester Cushing.

**When Richard Ivers died in October 1967, Leo King became the new Dean of Students and the target of much student anger. It was a fiery baptism, but King emerged from the years of protest to become an exceptionally popular Dean of Students.

was the key term. Dormitory living became mandatory in the fall of 1968, bringing under the scrutiny of heavy-handed dorm proctors those students who had lived in fraternity houses and apartments. Arbitrary room searches were a favorite means of excercising power over dorm students. No food, alcohol, or females were allowed. Editors Bourque, Lessard, and Boumil of the *Text* insisted in November 1967 that students had the legal protection of the federal Constitution against unreasonable searches and seizures. Meanwhile the issue of parietals or open dorms became the political watchword of the undergraduates. Because Dean of Students Leo King personally inspected rooms and had the power to expel students, he became a most convenient target for the protest.

Then the blaze intensified. The Board of Trustees, in closed executive session, oblivious to the emerging student discontent, voted in February 1968 during the Tet offensive to make R.O.T.C. mandatory for fresh-



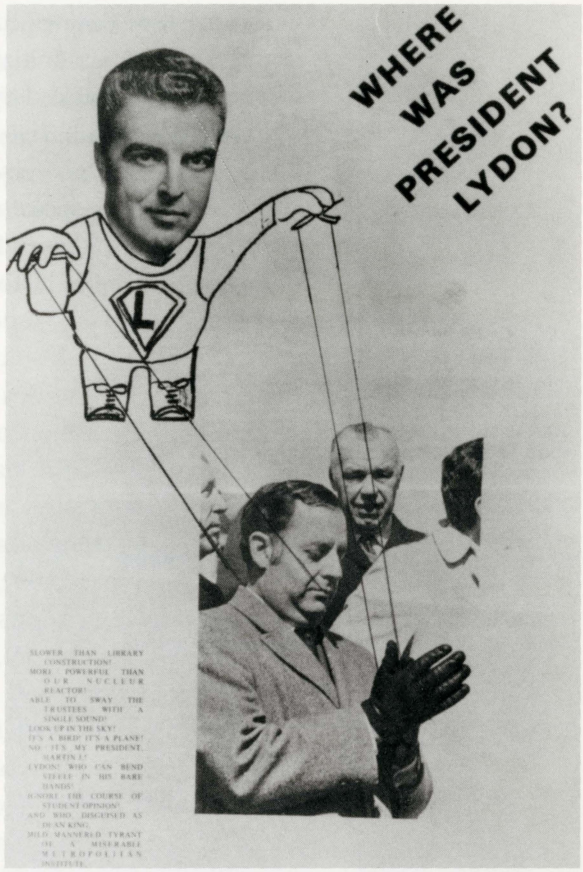
The student newspaper, the Text, *and its editors led the student rebellion against restrictive and discriminatory Institute policies on student conduct and regulations.*

men beginning in 1969.[14] The Student Council and the *Text* editors championed the dorm unrest and opposed the decision. Refusing to reconsider either move, the Lydon administration insisted on enforcing these decisions, regardless of the reaction of the student body. With a student referendum of 1,235 to 142 against compulsory R.O.T.C., editor Lessard proclaimed the "Birth of Student Power" and bade the "Students of the Campus, Arise!"

Demands for an empowered Student Senate and student rights activities similar to those at the University of Massachusetts in Amherst deliberately challenged the image of an all-powerful administration. In March, Cumnock Hall became the scene of the first student demonstration in the name of the SDS byword "participatory democracy." The faculty, too, felt the surge of student power; their course evaluations were published by the students.

By April a full-fledged Student Rights Party ran for control of the Student Council on a slate of issues demanding student power in the Institute: no un-Constitutional searches in the dorms, a student representative on the Board of Trustees and other committees making Institute policy, the abolition of mandatory class attendence and R.O.T.C., and a recognition that students are citizens with legal rights. The slate won, but the administration was unmoved. Late in the following semester, Dean King formed a Student Advisory Board for his office, the first, if weak, step toward student representation at LTI. One year after voting compulsory R.O.T.C., the trustees, responding to a motion by Everett Olsen, indefinitely postponed its implementation, but refused to credit student protest. Tempers still ran high; the venerable tradition of Upstream Day, that celebration of student-faculty good feeling, was cancelled in 1968 and 1969.* Faculty, students, and administrators squared off. Punches between old friends were thrown or almost thrown. Student signs were torn down, and in retaliation faculty offices were trashed. People called each other "fascist" and "communist."

Student pressures continued in 1969. In September 1968



The editors of the Text saw Dean of Students Leo King as the fall guy for the aloof and culpable President Lydon.

SLOWER THAN LIBRARY CONSTRUCTION!
MORE POWERFUL THAN OUR NUCLEUR REACTOR!
ABLE TO SWAY THE TRUSTEES WITH A SINGLE SOUND!
LOOK UP IN THE SKY!
IT'S A BIRD! IT'S A PLANE!
NO. IT'S MY PRESIDENT, MARTIN J.!
LYDON! WHO CAN BEND STEELE IN HIS BARE HANDS!
IGNORE THE COURSE OF STUDENT OPINION!
AND WHO, DISGUISED AS DEAN KING,
MILD MANNERED TYRANT OF A MISERABLE METROPOLITAN INSTITUTE,
FIGHTS A NEVER ENDING BATTLE
AGAINST TRUTH, JUSTICE, AND THE AMERICAN WAY!

*The 1969 Upstream Day was reinstated at the last minute by the Student Council.

the Institute Council had been organized to discuss educational and institutional policies. Initially there were no student representatives. The Student Council backed by its adviser, Dr. O'Connor, insisted on a place in the Institute Council. They wanted an active member elected by the student body with full powers to speak and vote. In addition, the Afro-American Society and its spokesman, Alvin Frost, an Industrial Management major, backed by its adviser, Dr. William Bannister of Chemistry, wanted courses in Afro-American history and culture and financial aid to spur greater enrollment of black students. Frost spoke to the trustees, asking for the recruitment of black students and black faculty.* Students also lobbied for a hearing process to deal with disciplinary problems. Such a procedure with equal representation of students and faculty was instituted in November 1969. In 1969 Chairman Pinanski stepped down and was replaced after twenty years of service. This event seemed to point to a collapse in administration resistance to student activism.

In the fall of 1969, Republican Governor Francis Sargent championed the idea of student trustees and appointed new members to the board. The most impressive event, however, was the Vietnam Moratorium that linked LTI, Lowell State, and Lowell High School students with sympathetic faculty in a march through the city streets, demanding an end to the Vietnam War. In the tradition of a general strike, students demanded that all daily activities be suspended. Faculty sentiment ran fifty-three percent in favor of the moratorium, but forty-five percent insisted on holding classes. The campus remained deeply divided. The pace of teach-ins, antiwar speakers and concerts, and the wearing of arm bands and peace buttons intensified. Conservative faculty were outraged. The administration did not react; frustration rose.

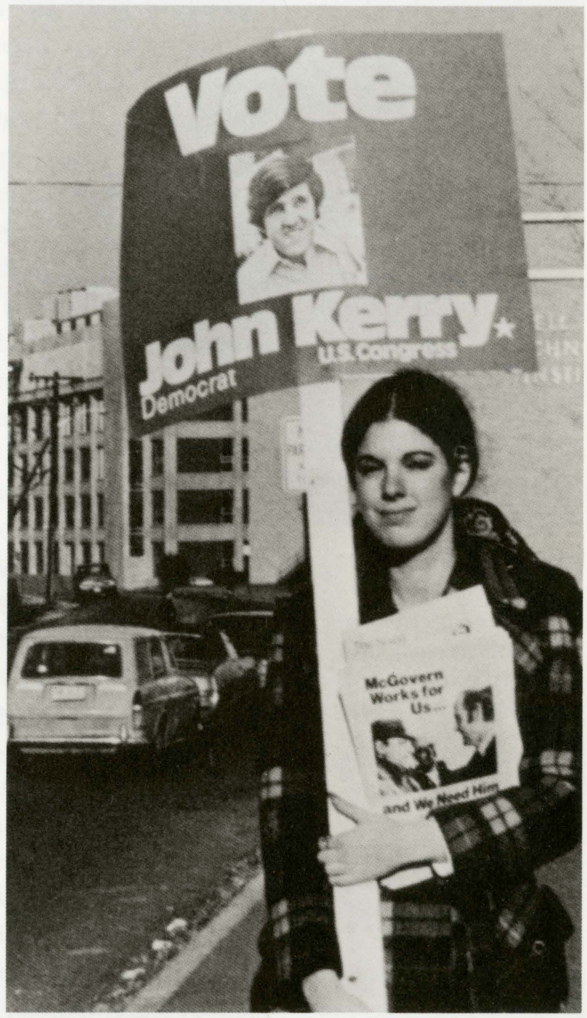
In 1970 student attacks on policy turned to personal insult against those in charge, especially against Lydon, King, and conservative trustees. Finally, weary of delays on parietals, students organized another referendum that claimed a 99.8% vote for open dorms.[15] These were "non-negotiable" demands, evidence of student power in action. The administration responded with open dorm weekends, but spurned a request for dorm space from female students. This led to yet another demonstration in front of Cumnock Hall, complete with coeds sleeping in tents. The spring of 1970 proved particularly raucous, producing a student referendum on the performances of Lydon, King, other administrators, department chairs, and faculty advisers. Predictably Lydon and King were hammered, but chairs and advisers were endorsed. Olsen was never subject to such student attack during these years of turmoil.

During the summer of 1970, Jack Costello, a chemistry major, over-

*The Massachusetts Commission against Discrimination (MCAD) investigated LTI's hiring and admission policy. Frost made public figures that showed eighteen black students on a campus of 3,000, and only eight from Massachusetts.

whelmingly elected Student Trustee by the student body was sworn in by Governor Sargent. Long-haired with a drooping moustache, Costello was a veteran of student protest. The first clear victory for student power had come with the trustees' vote for open dorms in March, but the June graduation provided a memorable scene. Louis Contino, a senior textile engineering major and a *Text* editor, flung his cap and gown at the feet of honorary degree recipient, Eliot Richardson, the Nixon administration's Secretary of Health, Education, and Welfare. Richardson had defended student rights to political protest on state property, but Contino targeted the only available representative of the Nixon policy of bombing North Vietnam and the invasion of Cambodia which had produced student deaths on the Kent State and Jackson State college campuses. A photograph of the action appeared on the front page of the *New York Times*. Rumors of Secret Service sharpshooters on campus added to the general alarm.

The 1970–71 academic year was the finale of discontent. Costello and Student Council President Robert McGaughey joined forces to test the administration's nerves. With a potent background of student unrest over a mandatory food plan in the dorms, seniors calling for changes in graduation plans, bomb scares, and criticism of bookstore profiteering, the twenty-one-year-old Costello drank a symbolic glass of beer in his dorm room.* Dean King expelled Costello in late November, triggering another student strike. King also put on probation a group of campus leaders whose defenders called them the "Bourgeois (Hall) Eight."** The *Text* clamored for the resignations of King and Lydon and appealed to the trustees to settle the issue. Costello was reinstated as a student. Even the amiable and sympathetic Ernie James was unnerved. When Jack Costello tried to eat a doughnut in class, breaking a campus rule, James told him: "If you value your life, you will not bite that doughnut," and threw him out of class. The class applauded the professor.[16]



Growing numbers of women students resented sex discrimination and became politically active. This picture in the 1973 Pickout *is captioned: "The girls are locked out of the gym class while the guys are forced to take the swim test."*

As the spring came in 1971, the tempo of protest continued. The local Student Mobilization Committee planned a series of antiwar demonstrations, including the appearance of William Kunstler, a radical lawyer, and

*As Student Trustee, Costello had raised the issue of drinking on campus by those of legal age and was personally censored by President Lydon at the meeting.

**The hearings were tumultuous but became the first example of procedures that established student rights to due process, a major victory.



This picture in the 1973 Pickout, *which featured interviews with women students, was captioned: "As a girl you are constantly asked if you're in Women's Lib or else you're told that the only reason you came to Tech was to find a husband."*

the Newman Center offered draft counseling.* Dean King forbade the Kunstler speech, froze the funds to pay him, and was ridiculed by Kunstler to the delight of the LTI audience. Totally disillusioned, senior leaders in 1971 petitioned Governor Sargent to remove Lydon and find a new Institute president. But the end of the turmoil was near. Costello was not reelected student trustee, Lydon's health was in question, and President O'Leary of Lowell State had abruptly announced an imminent merger between the two campuses. In May the trustees appointed Everett Olsen acting president, a move endorsed by the Student Council. Lydon was named chancellor, but it proved an empty title. He resigned in April 1972. The search for an acting president ended with the choice of Olsen who faced many difficulties but not at least a furious student body.

The issue of campus racism and minority presence was less dramatic but just as potentially serious a political problem for the Olsen administration. After her third year in law school at Northeastern University, June Gonsalves accepted an offer from Provost Beghian in 1973 to teach Business Law in the College of Management.[17] She gave up her dream of working full-time for the Roxbury Public Defenders Office to move her children out of the Boston Public Schools. Jessie Harris, a black professor in the College of Pure and Applied Science, had filed a complaint against LTI which led to an investigation by the Civil Rights Office in the U.S. Department of Education.

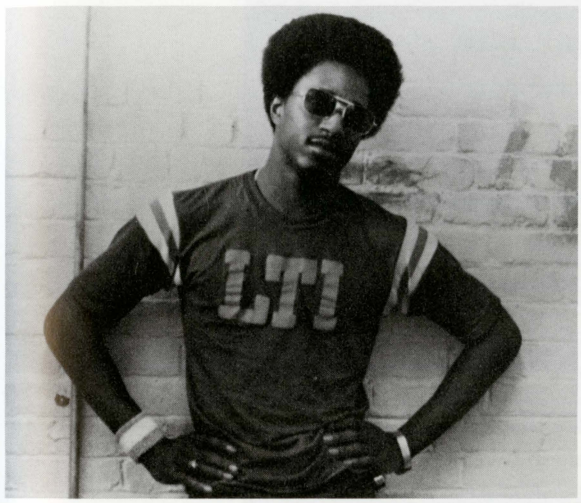
Olsen had appointed a white man, Dr. Edward Alexander, as Affirmative Action Officer, but Alexander wore "too many hats," as Graduate School Dean, Head of the Research Foundation, and other jobs. Gonsalves remembered a good deal of political activity by black students in the Afro-American Student Society. Professor Harris and Chemistry Professor Bannister urged her not to take "the heat" off the Institute by becoming Affirmative Action Officer. Gonsalves listened, but believed she could make a difference. Her quiet appearance belied her intense commmitment to advancing blacks in academia as President Olsen soon found out.

African Americans were scarce on campus in 1973: on the faculty (only two full-time, one part-time), or as students, maintenance, police, or as clerical workers. Hostility toward blacks perceived as underachievers thrived in departments, deans' offices, and classrooms. Racial hostility took

*Kunstler had defended the Chicago Seven charged with disrupting the tumultuous Democratic Convention in 1968.

many damaging forms such as the refusal by faculty to call on black students in class when they raised their hands.[18] Black women secretaries fled the atmosphere of the white-dominated business offices. It was a question of "I don't want you near me."[19]

Herbert Bynoe, Plastics Engineering (Class of 1967), from Columbia, South Carolina, had a better experience than most. He was the only black student in the dormitories. The civil rights movement had focused attention on the treatment of blacks, and Bynoe was cordially received by faculty and fellow students in the intensely social atmosphere of the academically challenging Plastics Engineering Department. He returned to South Carolina to teach chemistry at a junior college and was later employed by the DuPont Company.

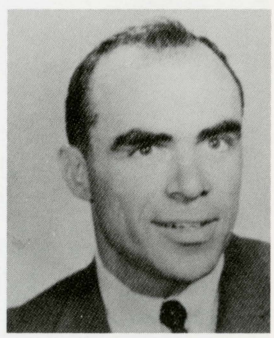


Black students formed an Afro-American Society on campus in the 1960s and demanded a Black Studies program and minority recruitment.

Gonsalves herself had to fight long and hard to get regular appointments with President Olsen, to design and set up a monitoring system on procedures of hiring and promotion, and to get a private office space with a typewriter and a secretary.[20] Only after the intervention of the federal Office of Civil Rights did Olsen admit her to the weekly deans' meetings and later to trustees' meetings and search committees. Still, hiring and promotions were "business as usual."

After the merger, Gonsalves fought the same battles over and over with Chancellor Daniel O'Leary and with President John B. Duff, who was much more "sophisticated" about racism but just as difficult to move to action. Gonsalves, who resigned from her position in 1979, admitted in 1990 that affirmative action had mostly benefited white females and mourned the retirement or loss of most of the black professors she had helped hire.[21] With the intent to practice law, she returned to the classroom with the same rank she had left in 1973, an untenured, assistant professor. She taught courses in the Criminal Justice Department on racism and the law and obtained tenure as an associate professor in 1985.

As president, Olsen reorganized the Institute in preparation for the proposed merger with Lowell State College.[22] He created three degree-granting colleges in addition to the graduate school: Pure and Applied Sciences, Engineering, and Business Management with new Deans, Leon Beghian, William T. Hogan, and Stuart Mandell. The early 1970s brought new troubles: tuition hikes, the energy crisis, and challenges to fiscal autonomy. In a final gesture to the culture of protest, the Student Council voted in 1972 to rescind President Richard Nixon's honorary degree in 1954 for "war crimes" and the use of technology "solely to the detriment of mankind."



Among the numerous new faculty employed in the 1960s was Dr. William T. Hogan, hired in 1963 in Mechanical Engineering. He later became Dean of the College.

Endnotes

1. In 1971 Olsen became acting president and Lydon, often away from the campus, became chancellor of the Institute. In 1972 Lydon resigned, Olsen was chosen president.

2. LTI also conferred many honorary doctoral degrees on administrators, including Lydon and Olsen, and on trustees, alumni, and great teachers like Elmer Fickett and Andrew Ouellette.

3. Benjamin Willis, an educational consultant from Chicago, was not an active player in the politics.

4. Dr. N. R. Schott, "Thirty Years of Plastics Engineering at ULowell," the *Spanner* (April 1984), p. 13.

5. Interview with Joseph Killelea and Kenneth Rogers. My thanks to Gil Brown.

6. The Institute granted masters' degrees in its textile programs.

7. Fermi worked on splitting the atom at Chicago, a process later used in the Manhattan Project to produce the atomic bomb in 1945.

8. "Academic Freedom and Tenure: Lowell Technological Institute," *The Bulletin of the American Association of University Professors* V. 45, No. 4, (Winter, 1959): 550–67.

9. Na established a chemical company in New Jersey.

10. The study by Linda Kistler and George Zaroulis of the Accounting Department enabled Olsen and the Acting Dean of Engineering William T. Hogan to end the program and retrain the textile faculty.

11. Interviews with Gerald O'Connor and Frank Walsh.

12. Ultimately the discouraged Henry Myers left LTI.

13. Brian Wirzbicki, "The History of the Radio Station WLTI/WJUL, 1952–85."

14. Prior to 1965, R.O.T.C. training had been mandatory with academic credit for freshmen and sophmores. Lydon cited pressure from the Air Force in the trustees' decision, *Text,* February 15, 1968.

15. Of the 900 dorm students, 763 voted; 680 for open dorms.

16. Ernie James and Jack Costello remained friends.

17. My thanks to June Gonsalves for her frank and generous interview in 1990 just before she accepted Governor's Michael Dukakis' appointment to the Boston Juvenile Court.

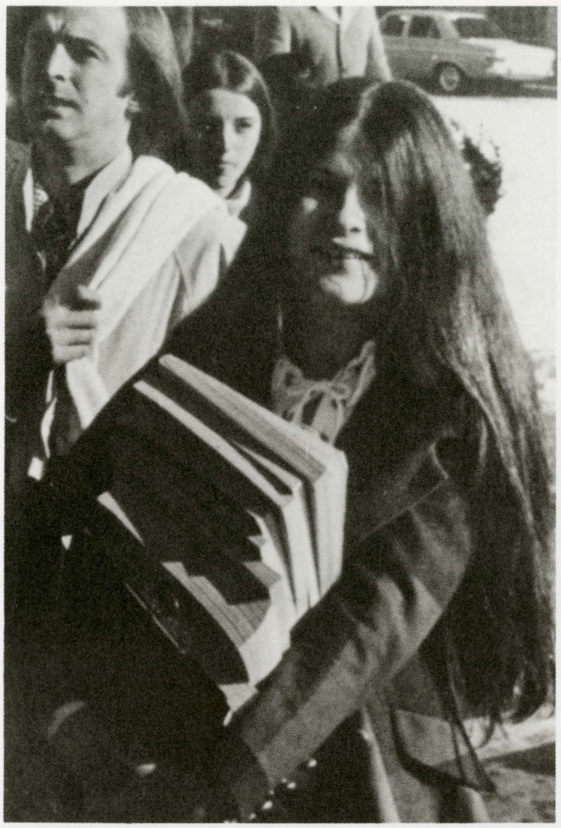
18. Gonsalves' own daughter felt so undervalued at LTI that she gave up free tuition and transferred to a private university in Boston.

19. Gonsalves interview.

20. Her secretary, Barbara Lyman from Dracut, became Gonsalves' choice to succeed her as Affirmative Action Officer in 1979.

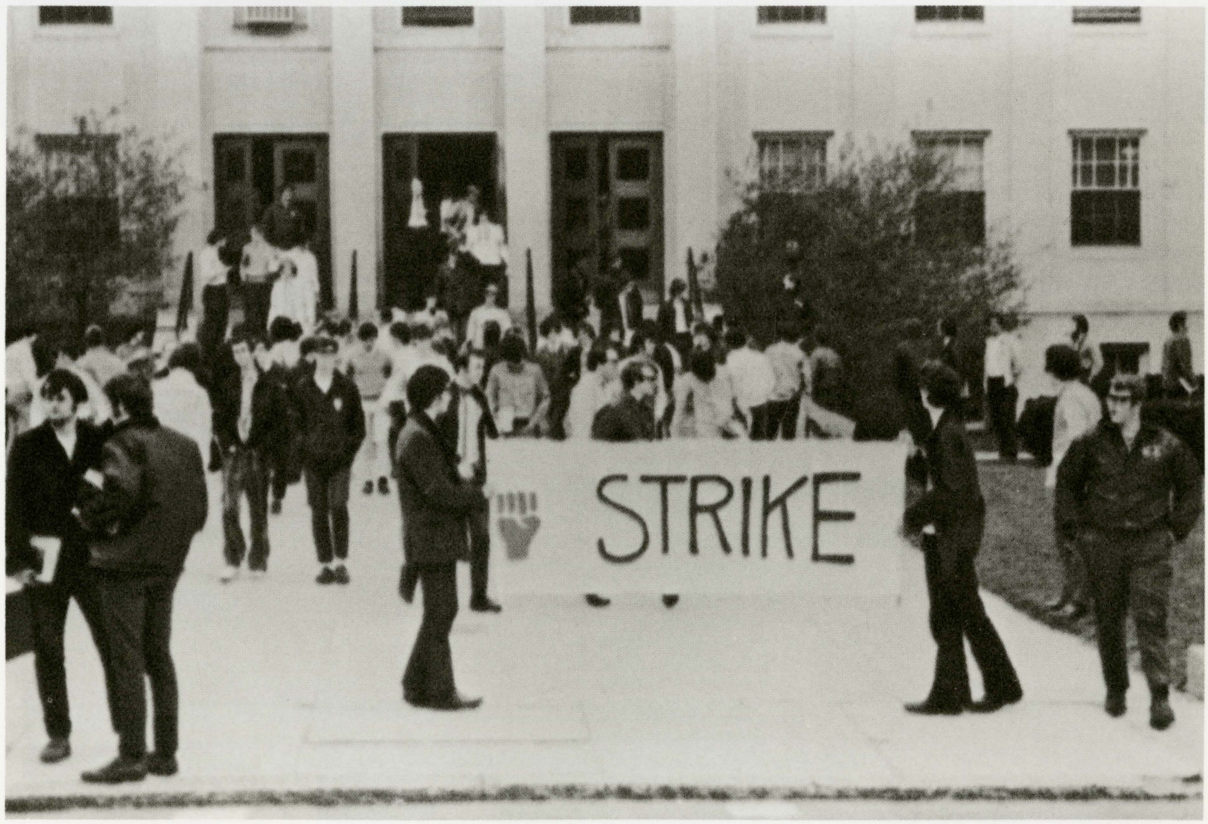
21. Rawn Spearman and Kay Roberts, Music; Dr. Joseph Rocha, Management Science; John and Alease Bruce, Pure and Applied Science; and Joe Dorsey, Health Professions.

22. Olsen opposed the merger as detrimental to LTI and was alarmed when a proposal was made by Governor Sargent in Salem, Senator Harrington's bailiwick.



Long hair and sturdy independence were typical of the women undergraduates of the years of student protest.

The 1971 strike in front of Cumnock Hall.





Dr. Gerard O'Connor, a popular English professor, spoke to the striking crowd outside of Cumnock Hall.

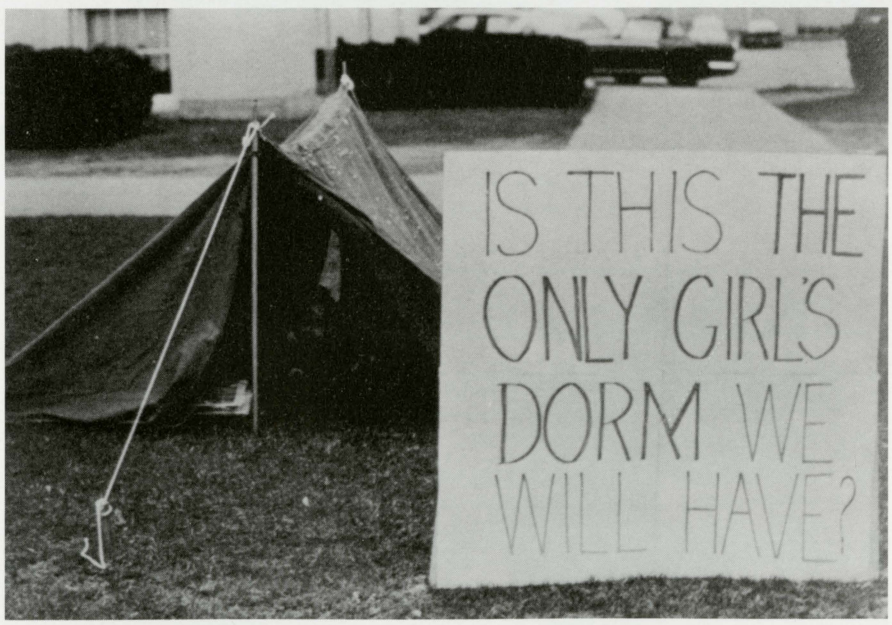


Raised fists by the striking undergraduates were a common student symbol of defiance, solidarity, and militancy.

Student dorm rooms in 1971 reflected their pop-culture: postures of Easy Rider, Mick Jagger, the Beatles, psychodelic art, and the irreverent use of the American flag.







Student demonstrations in 1970 included demands for Institute housing for female students.



Dean of Students Leo King and students in the 1973 Pickout.



Everett Olsen, who became acting president in 1971 and president from 1972 to 1975, was a popular administrator who helped soothe the tensions of student protest. At the spring carnival in 1973, he agreed to play his accordian. The Pickout *caption read: "What do you mean 'Do I know any Grand Funk?'"*



President Martin J. Lydon pictured in his office in 1970.



The Frank Zappa and the Mothers of Invention Concert held in 1974 was typical of the student mania for popular, irreverent, and political music during the years of student protest.

CHAPTER VIII

Daniel H. O'Leary: Years of Growth and Protest at Lowell State College, 1965–1974

When President O'Leary decided in 1967 to begin a nursing program, he hired one of the few women in the nation with a doctoral degree in the field, Dr. Gertrude F. Barker from Boston University. She had one year to hire faculty, develop a curriculum, attract students, and prepare for certification and later accreditation.



Gertrude F. Barker set-up the Nursing program and later became Dean of the College of Health Professions.

Gertrude "Trudy" Barker was raised in Swampscott, Massachusetts, in a family of three children comfortably supported by her father who sold real estate. When the depression hit, her chance to attend college disappeared. In 1934 the family could only afford the fifty dollars to send her to Salem Hospital for nursing training. She hated its repressive, military-style atmosphere.[1]

Nursing students were at the bottom of a rigid hierarchy of authority. The doctors and interns were the kings and princes. The dreaded registered nurses in their starched whites checked with white gloves for dirt, dust, or any disorder. Trudy scrubbed ink spots from the doctors' fountain pens off the linoleum floors, stood at attention when a physician entered a room, and endured the difficult and demeaning work on the wards. Every detail, such as making beds, cleaning the rooms, or providing the doctor with the right instrument, was exacting. If judged in error, the offenders were screamed at, humiliated, and ridiculed until they broke down in tears.

Weed Hall became the headquarters of the College of Health Professions when the building opened in 1973.

Students worked twelve hours a day, six days a week, and a half day on Sunday. They performed the dirty work, followed orders, never deviated or questioned. The labor-intensive nature of the discipline reflected the state



of medicine. Until the "wonder drug" penicillin became widely available in the 1940s, advanced cases of pneumonia or blood poisoning were treated by intensive nursing: round the clock hot soaks, slush baths, and fever reducers. Lives were saved by heroic nursing care. Barker's experiences left her with the deep conviction that nursing needed to become professionalized and nurses treated humanely in less rigidly organized institutions.

Barker graduated in 1938 and moved with her family to California where she worked in a small clinic and developed her medical skills. When the family, now with three children, returned to Swampscott, she became restless and determined, despite her husband's opposition, to get a baccalaureate degree in nursing at Boston University. She paid her own way, winning scholarships, and got a federal grant to earn a masters degree. Her next step was the doctorate, but before she could gain admission to the program, she had to teach courses in hospital diploma programs. The male faculty at B.U. in the Health Education doctoral program criticized her ambitions, but she found an adviser for her dissertation on the self-esteem of unwed mothers. As a student in 1967, she witnessed the arrest of Bill Baird, the birth control advocate, on the B.U. campus. At her doctoral exams, her conclusions urging the availability of birth control nearly cost her the degree. Despite the uproar on her orals committee, Barker received her doctorate in August 1967 and went to work for Lowell State College in September.

When Barker arrived in Lowell, two of the local hospitals had closed their diploma programs. Lowell General retained its program and strongly opposed the competition from LSC. Dr. O'Leary backed the new program and won her deep gratitude by enabling her to develop a genuine collegiate experience for nurses' training. She desperately needed faculty, equipment, and money from the small college budget. She got it. Her best supporters among the faculty were from Dr. Ethel Kamien, Chair of the Science Department, and Dr. Joseph Farina in Biology. Barker fought hard for the first few years to guarantee that nursing undergraduates would be fully incorporated into the general undergraduate student body, not isolated as in a diploma program.

Initially, Trudy Barker underwent a bumpy education in the politics of nursing education in Massachusetts. Her program was opposed by the faculty at B.U. and at the University of Massachusetts. These people sat on the State Board of Nursing with the power to certify new programs. Because Barker had never taught in a college, the program was refused certification, but O'Leary was stubbornly determined. It was his college, not to be run by "a bunch of old women in tennis shoes." Barker needed faculty with college teaching experience or the program would be closed by the state board. "My best move was to hire May Futrell." When the state board learned this, the program received immediate certification.

A nursing student in 1972 radiantly happy with her day.

May Futrell was born in Vermont in 1935.[2] Just missing a chance at a scholarship to the state University, she trained in a diploma program in a



May Futrell, 1970.

Burlington hospital. She endured the regimentation, curfews, and confinement to dormitory life, sometimes helping secretly married students climb out of windows at night. After two years of challenging experiences in the operating room of the St. Albans Hospital, she received the chance of her lifetime: a scholarship to Columbia University for two years to earn her Bachelor of Science in Nursing. She arrived there in 1958, thoroughly enjoyed the diverse culture of the city, and finished with a masters degree in January 1961. For the next six months she became involved in pioneer open heart surgery at the New York Medical Hospital. After spending the summer in Philadelphia, working with ghetto children suffering from dehydration and poor nutrition, she decided pediatrics in Philadelphia was not "her bag." Medical-surgical nursing was. In September she accepted a teaching position at Boston University with her masters degree in curriculum and teaching in med-surg.

After ten years of experimental teaching and curriculum development at B.U., where she obtained tenure in 1970, she found herself widowed after a brief, happy marriage and with a family to raise. B.U. was notorious for low salaries plus a new Dean of Nursing was on the way. Several B.U. personnel including Eleanor Shalhoup in 1970, May Futrell and Norma McQuade in 1971, and later Patricia Tyra and Mary Wheeler, were attracted to the possibilities of shaping the new program at LSC. In 1970 May Futrell surrendered her tenure and her associate professorship in exchange for a salary increase and new responsibilities. With May Futrell on the faculty as a curriculum expert, the program had a future. In 1972, Janice Stecchi and Dr. Elizabeth Mullett joined the department.

The first class of nursing students entered the program in 1968: all female and most the eldest child in their family. The department began modestly in the student infirmary in Dugan Hall, later moving to a small house on Wilder Street. Dr. Barker had to persuade the head maintenance man, who had left brooms and mops for "the girls," to get his staff to clean the building the same as other campus property. When Weed Hall was finally opened in 1973 after years of structural problems, the Nursing Department moved in, taking over areas planned for the Science Department. Generous federal grants from Health, Education, and Welfare were essential to equip the new area with more faculty, secretaries, lab equipment, typewriters, copy machines, travel funds, audio-visual equipment, computers, and impressive office furniture. LSC simply could not afford it. Students came first in large numbers into nursing, later into the Physical Therapy program.

The arrival of the new faculty beginning in 1969 made curriculum a major area of debate. Eleanor Shalhoup was an active reformer along with May Futrell. Eleanor Forsley Shalhoup had deferred to her brothers' educations in her Lebanese family, but to her surprise, all of them wanted to work. This gave her a chance, but when they were all drafted early in World War II and her father became sick, she too went to work after graduating from



Eleanor Shalhoup, 1969.

Lowell High School in 1943. The best-paying jobs were at nearby Fort Devens where she worked on an assembly line dismantling war-damaged jeep engines. She jumped at the chance to join the Cadet Nurses Corps; the government paid her tuition and a stipend to train at Lowell General Hospital's diploma school and provided her books and uniforms. She owed her admission to this Yankee-dominated institution to a cousin who had married a woman of New England background.[3]

Eleanor described herself as inquisitive, exuberant, noisy, and very friendly, saying hello to everyone she met. The Director of Nursing severely reprimanded her for speaking before she was spoken to and for humming while she made beds. "I got in more damn trouble, and I was campused more . . . than anybody I know, because I said what I wanted to say." Many of her days off were spent confined to the institution as punishment. It did not change her. She cheerfully admitted that she was regarded as "a troublemaker." "I would always question, well, why? Well, because we always did it that way. And I was never happy with that kind of answer." Once she brought her young brothers to see her room, violating the hospital rules about gentlemen above the first floor. Her buoyant and skeptical spirit got her "called on the carpet" many times. She refused to try to become the stereotypical "gracious little lady who didn't question," but her work was excellent.

When the students were asked to pick a speciality, Eleanor Forsley spoke right up: supervision. Six months before she graduated, she was assistant night supervisor. If the night supervisor wasn't there, she was boss. When registered nurses refused to report to her, she told them, "Honey, you'd better report to me or else. . . . I wanted to be boss . . . on the top of the pile . . . that's the way I am . . . and I knew it then." She took on an intern who refused to get out of bed to administer medication. "I said, Honey, you don't have to, because I'll just call the attending physician. He said, 'you wouldn't dare.'" She meant business. The intern was let go. Eleanor remembered filling her first syringe with penicillin. "My hands were shaking . . . it was the wonder drug." And it changed medical care for nurses.

Eleanor Forsley worked at Lowell General after her graduation in 1947 until she married in 1950. The Lebanese custom was for a wife to stay home, and she tried, but soon was attending the University of Pennsylvania for three years until she became pregnant. Both she and her husband returned home to New England. After his death in 1961, she moved in with her family and finished her baccalaureate at St. Anselm's College and earned a masters degree in Community Health Nursing at Boston University both funded by federal nursing programs. She also substituted in the Lowell schools to become certified as a teacher. She refused to consider the rigidity of a hospital setting; she was too creative, too dynamic, too fun-loving. Working for the State Department of Public Health, she ran into problems with nursing home politics. "Why should I approve that dump because they know somebody?" Then the LSC nursing program

opened, and in 1969 she was the first to be hired by Trudy Barker.

Shalhoup became coordinator for Community Health Nursing, a senior course uniting both physical and mental health. Until there were seniors to instruct, she taught the history of nursing and an introductory course. When she discovered a student "blatantly cheating," she told her pointedly to leave the program. Shalhoup was ferocious about ethics and believed strongly in innovative team teaching. She and May Futrell agreed that the nursing curriculum at LSC was not academic, too "mechanistic," too close to a diploma program, and they decided to change it.

May Futrell remembered that the curriculum developed by Trudy Barker began nursing in the freshman year rather than building on a foundation of liberal arts and science courses. She wanted nursing courses moved to the last two years, a strategy pushed by the National League of Nursing. May was well-connected in a national professional network and earned her Ph.D. at Brandeis University in the field of Gerontology, a developing field in nursing. In 1980 she was inducted as a fellow in the American Academy of Nursing, a tribute to her research in the field of aging.

In 1972 a $265,000 federal grant written by Eleanor Shalhoup and Mary Wheeler to revise the course of study brought the college its first big grant money. It was renewed for five years. The curriculum was redesigned around the patient rather than the diagnosis, then redesigned again over the years to reflect changes in American society and in government programs. In 1974 Dr. Shalhoup was elected chair of the Nursing Department when Dr. Barker became Dean of the College of Health Professions.

Meanwhile the music program was growing in students and faculty. The performance major balanced the music education major to build a program that offered theory and musicology. Instrumental and vocal specialists from the graduate schools of Boston University and the New England Conservatory of Music were added to the faculty. Natalo Paella, a well-known Boston freelancer, taught trumpet; Jacqueline Charette and Dean Bouzianis taught theory; John Ogasapian taught music history; Calvin Lindblad and Tony Mele taught piano; Robert White directed new vocal ensembles and established the *Consortium Artis Musicae*; William Pordon developed a string program and, as an experienced music educator, worked with Ruth Ashley, Music Education Coordinator, to maintain close connections with high school music departments around the state.

Contact with top freelancers active in the Boston musical world provided priceless inspiration for the music majors. President O'Leary was willing and eager to hire excellent full-time and part-time faculty who built the program into the best in public higher education in the state. Within the relatively small state college, the music program benefited from O'Leary's interest and straightforward, decisive style. According to Willis Traphagen, there was always a clear yes or no to requests, if at all possible, yes. In the 1960s O'Leary helped to finance state-wide annual tours

by Lowell State musical groups that displayed the program and the college at its best.[4]

The music faculty worked long, hard hours: frequently nine in the morning to nine at night. They were always on call for student advising, departmental decision-making as well as classroom instruction, rehearsals of student groups, informal and formal tutorial instruction, scheduled lessons for individuals, administration and coordination of lessons, assignments of students to musical groups, evaluation and reevaluations of student ability and development, student auditions and examinations, public concerts and performances, the care of instruments, even custodial work with the students, moving risers and pianos, sweeping the stage, and the crucial "smoozing" with students and faculty in the cafeteria in the basement of Dugan Hall. Overall, the goal was to combine high musical standards with careful attention to improving technical skills.

The music faculty hired in the 1960s and early 1970s were a generation young enough to form close bonds with undergraduates. These music majors had received a solid foundation of musical training in high school, a rich experience unavailable in the cost-cutting 1980s and 1990s when music was often classified as extracurricular like sports. The young faculty often shared with the students of the sixties their personal styles and values, if not the students' passion for the pop music of the sixties. The music program included a jazz band but did not stray far from the classics. Traphagan recalled a close, comfortable relationship within the faculty, a sense of genuine collegiality revolving around the daily meetings in the "Caf." The unstructured social atmosphere encouraged innovation as well as good feeling.

Liberal Arts programs also grew exponentially in the 1960s and early 1970s. Majors in all the traditional disciplines were established and staffed. Students could now choose either a secondary education program, a Bachelor of Education with a concentration in, for example, history or English, or a Bachelor of Arts degree. In 1972 twenty-six percent of the faculty had Ph.D. degrees and six percent had Ed.D. or D. of Music degrees. The English department faculty grew to sixteen; History also to sixteen; Languages to eight; Biology, partly reflecting the growth in the nursing and physical therapy programs, to ten; Earth Sciences two; Chemistry three; Physics three; Psychology to five; Philosophy to four; and Studio Art and Art History to seven.[5]

Many of the faculty hired to staff the new liberal arts programs either had finished their degrees or were enrolled in graduate programs with only their dissertations to write. Dr. O'Leary insisted on this policy. Most of the new faculty came from Boston area universities, especially from Boston University and Boston College. This generation of faculty hired in the 1960s brought with them from their graduate training high expectations of involvement in academic policymaking, of academic freedom, and a devotion to their professional discipline. In 1964 Richard Lyons with a Ph.D. in

Philosophy from B.U. was surprised at the atmosphere of his first faculty meeting: Dr. O'Leary did all the talking, and no questions were asked. It was clear that he ran the place.[6]

Those who remembered their often abrasive or demeaning interviews or who were forced to sign both a compulsory loyalty oath to the Commonwealth as well as a daily time sheet questioned the academic environment of LSC. A five-day week was also mandatory. Women were routinely paid lower salaries than men without reference to their qualifications, and O'Leary lectured married women about their responsibilities to their families. Pregnant female professors worried about their jobs.[7] Married men with children were given higher salaries than single men. In one case a Ph.D. who applied for a sabbatical leave to pursue research was told by O'Leary that she could not take a leave unaccompanied by her husband. These experiences sensitized the new female faculty to the rising feminist movement and led to the establishment of women's studies courses.

According to Marguerite Gourville, Dr. O'Leary expected to be at one with this new generation of trained professionals. He never interfered with academic freedom in the classroom, but he would not relinquish his tight control over the academic hierarchy, especially institutional policymaking and the naming of department chairs, hiring, firing, promotion, and tenure. These issues prompted the formation of a chapter of the American Association of University Professors in 1966.

Richard Lyons of Philosophy and then Peter Blewett in History chaired the AAUP during its four years on campus, but the national association decided not to get involved in collective bargaining activities. After a series of faculty grievances that ended with the firing of the grievant, it became clear that the Faculty Senate, set up at the direction of the Board of Trustees in 1967, was powerless in these matters.

The most aggravating of these cases concerned the first minority recruiter, William Wright. In the fall of 1969 President O'Leary agreed to hire



Peter Blewett of the History Department chaired the Faculty Senate. He also participated in the first "teach-in" on the Vietnam War that led to the first student demonstration against the war.

a person to help recruit additional minority students. Growing student interest in civil rights and black history stimulated new courses taught by English and history faculties. Wright was hired as an instructor in February 1970 to teach a course on Social Problems in the Behavioral Sciences Department and work with the Dean of Admission, recruiting new minority students. Without much financial aid to offer, the number of students who sought admission was small, about twenty-five. Many were regarded as "high risk" because of their educational backgrounds. They were screened by Patricia Goler, Chair of the History Department, by Admissions, and by the president. Difficulties concerning financial aid and housing remained; there was only one dormitory. After the semester ended, the president terminated Wright's contract on June 11 and insisted that he did not have to state any reasons. The eleven minority students recruited were left in the hands of Psychology Professor Allie Scruggs. Wright applied to the Faculty Senate Grievance Committee and received support on the grounds that AAUP guidelines had been violated.



Dr. Richard Lyons of the Philosophy Department sits in the "Caf" in 1967 where he joined others to organize the faculty into a chapter of the AAUP, followed by union recognition.

Many faculty perceived President O'Leary as autocratic and unresponsive to change. During the summer of 1970, a letter later printed in the *Advocate* and signed by two tenured faculty, Richard Lyons and Harald Bakken of History, and four untenured faculty urged the faculty as a whole to put pressure on the president to rehire Wright. This move had no chance; it was a protest on principle.[8] The four untenured faculty were given terminal contracts in the fall of 1970. These events proved the catalyst for action. Under the National Labor Relations Act of 1935, pro-union faculty led by Richard Lyons distributed official cards calling for an election to decide whether to designate a bargaining agent. The vote, conducted in the lobby of Dugan Hall by the state Labor Relations Board staff, split among three factions.

Forty-six faculty voted for no bargaining agent; forty-two voted for the American Federation of Teachers; and six voted for the state employees' union as an agent. A total of forty-eight had supported a bargaining agent, but a runoff election had to be held between the no votes (46) and the AFT votes (42). The nursing, music, and art faculties generally voted no, while the liberal arts and science faculty and the education faculty favored collective bargaining. The result was a reversal: 46 yes to 42 no.

While a surprised President O'Leary encouraged a recall vote, the inexperienced faculty bargaining committee, steadied by the wise and wiley

Rose Claffey of the Massachusetts Federation of Teachers, met in Boston with representatives of the administration and lawyers representing the trustees.* Together, they negotiated the first union contract and obtained a procedure to elect department chairs and a guarantee of due process in hiring, firing, promotion, and tenure. The next challenge was putting the contract into practice over a period of years.

While the faculty hammered out a new relationship with the administration, students in the late 1960s and early 1970s also became concerned about their status on campus. While the escalating war in Vietnam and the threat of the draft provided the backdrop to encourage the questioning of authority and the development of a sense of the student as citizen, most issues remained local.

High school students who arrived at LSC in the late 1960s brought with them a new set of cultural values. Dress codes, for example, were seen as unreasonable infringements on personal choice rather than professional standards. The Education Department insisted on skirts and stockings for undergraduate women when these students were observing or teaching in public schools. Marguerite Gourville refused to admit one student who applied in late summer with a deep tan on her legs but no stockings.[9] Issues of personal choice, such as smoking in class or on campus, hiring rock and roll bands for dances instead of traditional orchestras, and dorm curfews exposed conflicts in cultural styles.[10] Sometimes the issues were resolved without much comment. On one day, students "liberated" all of the tables and chairs from the separate faculty area in Dugan Hall and integrated the dining hall.

Dr. O'Leary's willingness to compromise with the students and his desire to support the traditions of free speech and press helped his administration negotiate antiwar protests and the desire of students for change. Mandatory class attendance was abolished without confrontation. Faculty performances were openly rated. The first antiwar demonstration organized by history major Raymond Brassard (Class of 1969) in October 1967 was peaceful, but criticized by a local politician for the use of state property for such purposes. In response Dr. O'Leary told the *Lowell Sun:* It's their school. They have the right to assemble as long as it is a peaceful assembly. They are entitled to that right by the First Amendment in the Bill of Rights—the right to assemble and the right to free speech.[11] Other issues would cause deeper tension on campus.

As editor of the student newspaper in 1968, which had been renamed the *Advocate,* history major Frank Baglione received and printed a student letter condemning the Department of Education for policies that violated personal choice and appeared unreasonably old-fashioned. Baglione also wrote an editorial supporting the criticism, but the key issue was a cartoon

*A long-time teacher and labor activist from Lynn, Rose Claffey later became Secretary of Labor in the first administration of Governor Michael Dukakis.





Scenes of student life in 1972 show the all too familiar problem.



Staff of the Advocate: *Mary Lee Brassard; Anne Marie Wholey, Editor Frank Baglione, Richard O'Brien, Linda Hess, and Dennis Prebensen.*

of the department head, Marguerite Gourville. Ray Brassard and Baglione took a Paul Szep cartoon from the *Boston Globe* and substituted Gourville's head on a figure sitting atop a pork barrel with a bottle of champagne in one hand and a pork chop in the other. The caption read: "Establishments in power too long grow fat, arrogant and. . . ." It was a last minute paste-up job, but as Baglione remembered: "words can hurt, but caricatures really sting." The whole job was poor journalism, Baglione later admitted, for Gourville was not asked to respond to the letter. "The day it came out, she disappeared from campus."[12]

Before she left, Gourville told President O'Leary that she would not return to her job until Frank Baglione and the cartoonist were expelled and the newspaper shut down.* The campus was in an uproar, and students were both furious and frightened. A libel suit was likely. Patricia Goler, chair of history, confronted a class of history majors with the offending material, burst into tears, and left the room. Students organized petition drives first to oust Baglione and later to save him. Gourville's former students teaching in the Lowell area were very angry. In Baglione's words: "The school was small . . . very provincial, and it was family. . . . I was really being a bad boy . . . and I think that's what really upset them."



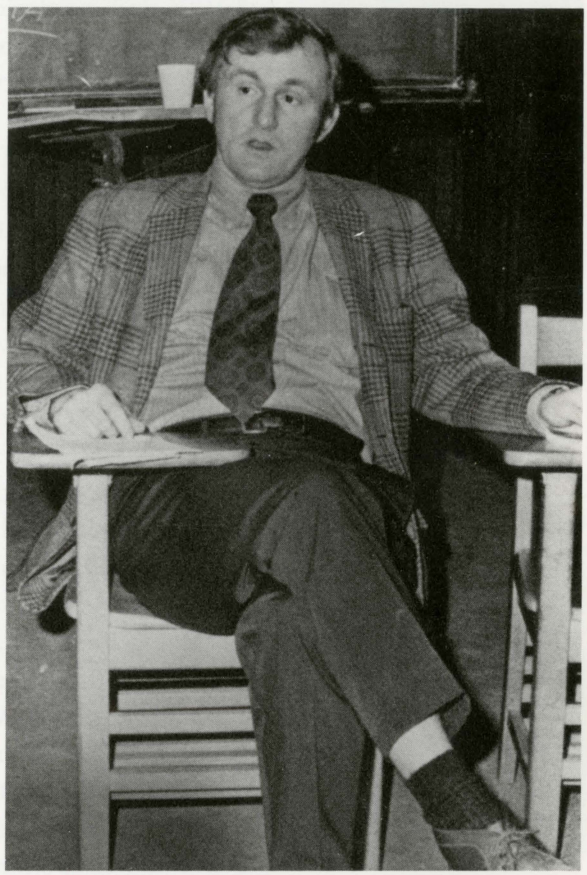
Dr. Edward Gilday conducts one of the concert choirs in 1967. He later was named Dean of the College of Music.

Key faculty in the History Department saw the larger issue: freedom of the press was at stake. Even student newspapers were protected by the federal constitution. Harald Bakken and Dean Bergeron urged President O'Leary to form a college-wide committee chaired by Dr. Gilday to investigate the situation and resolve the issue without violating First Amendment freedoms.** Bakken sought legal advice in Boston and played a leading role in mediating the outcome. The *Advocate* printed a carefully worded apology to Marguerite Gourville, not admitting injury but expressing regret that she had been offended. The newspaper incorporated, removing legal responsibility from the president of the college for its contents. Technically off-

*Ray Brassard's involvement in the cartoon was concealed by Baglione.
**This solution was strongly supported by historian Peter Blewett, faculty adviser to the *Advocate,* who saw the material after it had been printed.

campus but still operating at the college and receiving a subsidy from the Student Government, the *Advocate* continued to publish and Frank Baglione graduated in 1969. Marguerite Gourville returned, but she retired in 1969. Dr. Margaret Shannon became Education Department head.

After the defeat of the Democrats in the 1968 elections, political leaders, including Boston newspaperman and Lowell resident, James Droney, and Kenneth P. O'Donnell of the Kennedy administration, openly attacked the Nixon administration's continuance of the Vietnam War. At an antiwar demonstration on October 15, 1969, 770 Lowell State students, including the antiwar activist and English major Patricia Molloy (Class of 1970), marched across the river to LTI where they joined Tech students, local clergy, and *Boston Globe* writer Bud Collins for an antiwar rally that led through the streets of downtown Lowell to City Hall. The day's activities ended with an evening candlelight vigil at Shedd Park where to great roars of approval from a mixed crowd of Lowell residents and aroused students, O'Donnell and Lawrence state representative Anthony R. Difruscia vigorously criticized Nixon's policies. Caught up in the atmosphere of dissent and protest, the music majors staged an informal, noontime performance of Karel Husa's "Music for Prague," written in protest over the crushed Czechoslovakian revolution in 1968. This moving concert conducted by Will Traphagan received O'Leary's strong endorsement.

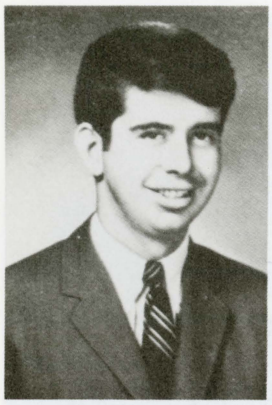


Dr. Harald Bakken of the History Department successfully defended the Advocate *from being closed in the aftermath of the controversy over the cartoon of Marguerite Gourville.*

Student activism also led to changes in college government. The Faculty Senate was expanded in 1969 to include student and administrative representatives in a College Senate. Led by President Peter Blewett, the Senate made recommendations on academic policy and student and faculty concerns to the President O'Leary and the State College Board of Trustees. The three major committees were Educational Policies, Student Affairs, and College Affairs. Tripartite representation in college policymaking was one of the great structural reforms of this era.

The spring of 1969 proved unusually snowy with four class days canceled. President O'Leary generally worked well with student government presidents, but in the spring of 1969, he pushed for additional days to make up for the cancelled classes. His motive may have been educational, but his tactics angered and united student factions: the student government conservatives, the antiwar radicals, and even the "jocks."* Bernard Battle, his-

*The student athletes resented O'Leary's refusal to name James Cizek as Athletic Director.



Bernard J. "Bernie" Battle, president of the SGA, successfully defended student rights in a conflict over the class schedule in 1969.

tory major, was the student government president in 1969 and cooperated with O'Leary's suggestion to poll the students on the question of four extra days to be added to the end of the semester. The predictable student response was no. Ironically, as a graduating senior Frank Baglione welcomed the additional time in class; he loved college work.

O'Leary then alienated Bernie Battle by disregarding the student poll and insisting that the National Association of Secondary Schools and Colleges mandated a prescribed number of class days. Battle felt foolish and betrayed, but he decided to check both the national and state associations.[13] There was no prescribed number of class days. The Board of Trustees had no such policy either. O'Leary was caught in a lie. His authority was being questioned by student leaders. The SGA arranged a "time-out" day to discuss a list of campus grievances. At a crowded student government meeting, O'Leary called the students' bluff and dared them to ask for his resignation. They backed down. Many of those disgruntled students were graduating that spring.

As the draft under the Nixon administration threatened fewer college men, antiwar protest was dwindling but sprang back into flame with the shootings of students at Kent State and Jackson State Colleges in May 1970.* Both LSC and LTI went on strike, joining a national wave of campus unrest. Lowell area high schools were also convulsed with antiwar activism. Some marched to the Old North Bridge in Concord; others went to Fort Devens. President O'Leary and the faculty sympathized and cooperated with the sense of outrage that many felt. The faculty voted to strike and took pay cuts for days missed.

During these dreadful days, O'Leary wisely let the students decide when to end the strike and return to class. Some faculty excused activist students from finals. Much of this activity was carried on far away from Lowell, in Cambridge at Harvard, in Boston on Beacon Hill, and in Washington D.C. at the Pentagon and the White House. The Harvard chapter of Students for a Democratic Society were eager to organize in Lowell among the working-class student body and often appeared on campus to support the LSC chapter of SDS.

During the fall semester in 1970, President O'Leary agreed to close the campus for several days close to the election to permit students to campaign for antiwar candidates, Dean Bergeron led a contingent of students to his home state of Vermont to get out the vote for Governor Philip Hoff's campaign for the Senate. When this failed, Bergeron and others began to organize to support George McGovern's presidential candidacy in 1972. With eighteen-year-olds now eligible to vote, O'Leary was willing to encourage their political activism.

In the spring of 1971, President O'Leary made a surprising announce-



Dean Bergeron of the History Department supported and encouraged the peaceful and positive involvement of students in antiwar protest and political action.

*The Nixon administration shrewdly defused campus unrest with a lottery in 1971 and no draft calls in 1972. By 1973 the draft was abolished.
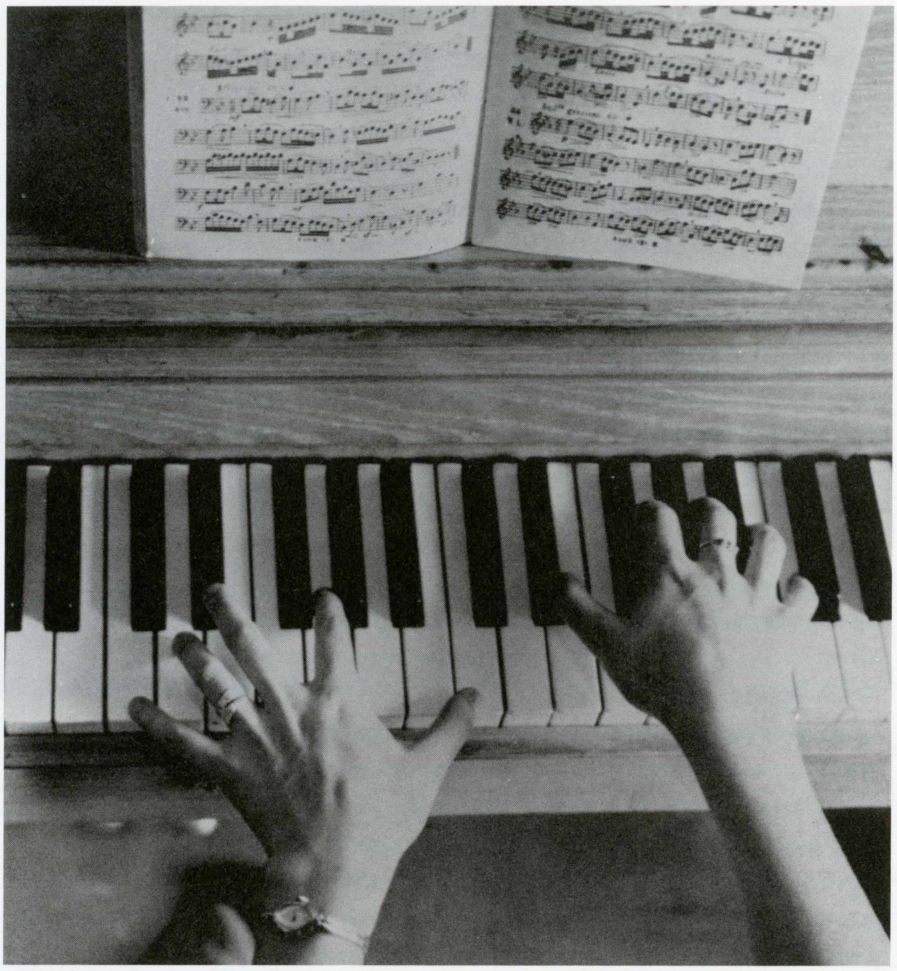
ment that transformed the tense atmosphere of the campus and stimulated great excitement. He proposed a merger of LSC and LTI to be affiliated with the University of Massachusetts. The LSC faculty liked the idea. Everett Olsen, who had fought for years against absorption by UMass, opposed the merger. Working through State Representative Paul Sheehy, O'Leary pushed for the formation of a merger study commission to consider his idea and the problems of implementation. Meanwhile both campuses reorganized their internal administrative structures into colleges in case a merger went through. Patricia Goler became Dean of Liberal Arts; Gertrude Barker, Dean of Health Professions; Edward Gilday, Dean of Music; Ethel Kamien, Dean of Sciences; and Margaret Shannon, Dean of Education. The negotiations began.



Dr. Daniel H. O'Leary pictured in 1973 after wisely accomodating student antiwar protest and looking forward to his proposed merger of LSC and Lowell Tech.

Endnotes

1. Interview with Gertrude Barker.
2. Interview with May Futrell.
3. Interview with Eleanor Shalhoup.
4. Traphagan interview.
5. Lowell State College, *Bulletin of Undergraduate Studies,* 1970–72. Some departments such as English and Science had very high rates of turnover among faculty.
6. Interview with Richard Lyons.
7. Observation to the author by Kathleen Hulbert.
8. The untenured faculty were Athens Boulukos, English; Kenneth Klein, Physics; Diane Ostroski, History; and Betsey Woodman, Art.
9. McParland interview.
10. Interview with Frank Baglione in Jennifer Mason, "Persistance, Petitioning, and Protest: Student Activism at Lowell State College and Lowell Technological Institute, 1967–74."
11. Paraphrase from the *Lowell Sun,* October 21, 1967.
12. Anne McParland believed that the education faculty were expected to resign in protest out of loyalty but none did.
13. Interview with Bernard Battle, in Mason, "Persistance. . . ."



The guiding hand of the music faculty prepared students for both professional and educational work.



Ignatius A. "Jim" Ciszek of the Athletic Department registers a reaction to a bad call in 1968.



Students relax and enjoy one of the many concerts in 1970.

The "Caf" was the site of student politics, teach-ins, flirtations, songs, complaints, and impassioned arguments: the center of undergraduate life.

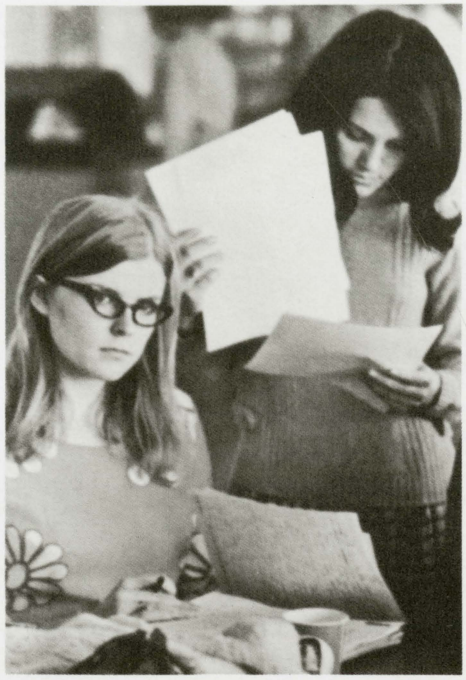




Guitar music, sandals, and long hair pictured in 1971 were the styles of the years of student protest.

This music student, like many others, learned classical technique and traditional music but wore short skirts and long hair.





English major Patricia Molloy was a leader in antiwar demonstrations on campus and in the city of Lowell in 1970.

This combined antiwar demonstration in 1970 represented Lowell State College, Lowell Tech, and Lowell High School and was warmly welcomed by citizens in its march to City Hall. The key slogan was: "All we are saying, is give peace a CHANCE!"





At the top right is the bearded Dr. Burto whose personal prestige persuaded many LSC faculty to participate in the 1970 peace march.





The Vietnam War and American poverty as pictured in the 1973 Knoll *shaped student consciousness in the late 1960s and early 1970s.*



Pirandello's absurdist plays made sense in 1973.

Alice Conlon's smile and good humor were treasured by LSC students. When she died in 1974, the 1975 yearbook was dedicated to her.





Love and peace were the students' fondest ideals for the Age of Aquarius in the Knoll *of 1973.*

CHAPTER IX

The Merger: John B. Duff, William T. Hogan, and the University of Lowell, 1974–1990

The merger of Lowell State College and Lowell Technological Institute was a gleam in Daniel O'Leary's eye as early as 1956, the year he first envisioned a marriage between the two campuses. The competition over funding between the two institutions had helped stimulate his thinking about a merger that would result in shared resources. He saw the union as a logical one that would bring "an enormous amount of funds" to the newly structured university and "an enormous expansion of buildings, staffing and faculty."[1] O'Leary and others floated the notion of a merger regularly over the years, but it was not until 1969 that the idea first took shape in the form of legislation, sponsored by Lowell Representative Paul J. Sheehy, calling for a feasibility study of the merger.

During the six years of debate that followed, the proposed merger was usually discussed in the context of the development of some kind of a state university system. Momentum for such a system had already been building for some time. New York and California, among other states, had already established such university systems, setting a model for the rest of the country. In the early 1960s Massachusetts higher education officials were considering the creation of a multi-campus University of Massachusetts in Amherst, Lowell, Boston, and Dartmouth. In a January 2, 1964, letter to John L. Steele of the Massachusetts Department of Education, O'Leary mentioned a "State University concept" that would create a "Lowell State University" composed of Lowell State and Lowell Tech. In this early proposal, the College of Music at Lowell State would move to Boston,



Former Massachusetts Representative Paul J. Sheehy.

merging with the Massachusetts College of Art to become Roxbury State University, as Edward Gilday had earlier urged.[2]

Most Lowell State and Lowell Tech faculty and students objected vehemently to what they considered a potential hostile takeover by the University of Massachusetts. Fearing that the two Lowell schools would lose their identities and autonomy as well as seeing their best and brightest—students, faculty and programs—transferred to Amherst, many at both Lowell campuses united in their fight to resist. In April 1971, the possibility of a takeover by UMass was so strong that O'Leary announced enthusiastically at a campus convocation, "The next senior class may well receive their degrees from the University of Massachusetts at Lowell."[3] It would be twenty years before his prediction came true.

If O'Leary and Sheehy thought that the legislature's creation of a merger feasibility study in 1969 meant that a union was close at hand, they were disappointed. The wheels of change ground slowly. That first commission was never even funded and never met, possibly due to opposition by Lowell Tech forces with influence in the legislature. For two more years, the issue remained dormant. In May 1971, the Board of Higher Education took matters into its own hands and authorized Edward Moore, Chancellor of the Board, to conduct a study of the merger. That move sparked concern on both campuses and led to the hasty creation of several other study committees by faculty members and students at both schools.

While O'Leary, Moore, and some Lowell State faculty supported the merger, Lowell Tech administrators and most faculty expressed great skepticism, especially regarding the possibility of a merger with UMass. Lowell State was governed by the same Board of Trustees that oversaw all state colleges, but LTI was governed autonomously by its own Board and had more to lose than Lowell State. An LTI faculty study concluded that becoming a branch of UMass was "clearly undesirable," and students voted overwhelmingly against it.[4] A merger with Lowell State, however, seemed a better idea.

Meanwhile, Sheehy was adamant that the legislature, not the Board of Higher Education, decide the issue. He got his wish in July 1972, when Governor Francis Sargent signed into law a new bill setting up a special commission to study the merger. Sheehy was named chairman. The commission, which first met on August 21, 1972, included Joseph Cronin, secretary of education affairs; Representative Bruce Freeman of Chelmsford; Senator Joseph Tully of Lowell/Dracut; Senator Ronald MacKenzie of Burlington; Gerard Bridgham (Class of 1974), LTI student president; William Dorfman (Class of 1974), a student at LSC; Dr. Mary McGauvran, Dean of Admissions at LSC; and Professor Kenneth Piche from the University of Massachusetts.

By then, the issue of the merger was inextricably linked to the possibility of Lowell becoming a satellite of UMass, a prospect that cheered some and terrified others. Secretary Cronin supported this restructuring,

arguing that any long range planning for higher education in the state must include the formation of a single state-wide University system. But Senator Tully insisted, "If it (remains) a Lowell school, then you can go to the Legislators from Westfield and Somerville and argue that you know what is best and get appropriations approved. That same legislative give and take does not necessarily apply when you talk about the University of Massachusetts."[5]

At a series of public hearings on the proposed merger held during the last weeks of 1972, momentum for both the support of the merger and the opposition to joining UMass grew. Tully reported to the other commission members at one hearing that sentiment within the city "points strongly toward a merger but a merger only if a Lowell University results from the bargain."[6] The "political muscle" that the merger was expected to bring to the joint campuses was one strong argument in its favor.

There were other compelling arguments in favor of the merger, but surprisingly, cost savings was not one of them. A mid-December 1972 report by an educational consulting firm hired by the commission recommended the merger but cautioned that trustees should expect to spend more money in Lowell to develop new programs. The report, prepared by the Academy for Educational Development, called the merger highly desirable and pointed out that the merger would offer a more efficient way for the schools to meet the educational, vocational, and economic development needs of the community. At that time, Lowell Tech offered many part-time evening programs for employees of local industry, but Lowell State offered none. A decreasing demand for teachers and an increasing demand by area high school graduates for a wider variety of educational and job training services pointed to the need for a comprehensive university in Greater Lowell that offered more variety than was currently being offered by the separate Lowell campuses.[7]

In its conclusion, the report argued: "Why merge? Why not just cooperate? The answer is that without a unified leadership that gives overriding priority to the creation of an organization that consolidates the operations of the individual institutions, nothing much that is new will happen. These two institutions have lived side by side for seventy-five years, and during this time under separate leadership have been quite content to go their independent ways with negligible cooperation. If a unified coordinated operation is wanted, the way to get it is to unify the institutions in actual fact, beginning with the leadership, and then extending the unification down through the rank and file of the organization."[8]

A survey of Lowell State faculty, presented by Professor Richard Lyons of the Philosophy Department at a hearing on December 15, 1972, revealed that eighty percent of the faculty who responded approved of the merger, believing that it would increase the prestige of the two schools, attract a better faculty, and enhance the opportunity to do research. Seventy-two percent of the faculty responding did not want the trustees of

University of Massachusetts to govern the proposed new University. Faculty members expressed their opinions at the hearing. The proposed merger would be "a picture book setup," according to Dr. Edward Gilday, chairman of the Department of Music, who had long hoped for the merger. James Ciszek of the [he was LSC] Athletic Department noted that students at LSC were "shortchanged" because they did not have the athletic facilities that would be available to them if they merged. Dr. Ethel Kamien, chair of the Department of Biology and Physical Science, pointed out that the two schools were already cooperating in science education, serving as a successful model for combining efforts in other departments.[9]

Some fears were expressed by faculty members at both schools during the merger study period. The LSC faculty were worried that the merger would not be a marriage of equals, while the LTI faculty expressed fear that Tech's reputation as a technology center would be diminished, not enhanced, by the addition of liberal arts and education programs. Tenure issues and curriculum changes also concerned faculty at the two schools. Students had a chance to air their feelings at the December hearings, and some of them opposed even the merger, arguing that it would cause the loss of a small college atmosphere. Said one student, "By joining the two schools, classes would be enlarged and we would lose the benefit of personal comments of professors."[10]

In responding to the students' concerns, Sheehy explained his own ardent support of the merger. Sheehy had graduated from LSC in 1958 and taught at the Pawtucket School in Lowell for eight years, putting himself through Suffolk Law School at night. Sheehy told a *Lowell Sun* reporter in late December that he came to realize that students who attended Lowell State had been in effect denied the training necessary to pursue non-teaching careers. For years, said Sheehy, "We have been in essence telling people that if you can only afford to go to a state supported school you can be a teacher and nothing else. The much needed expansion of course offerings at LSC can be initiated if the proposed merger between LSC and LTI becomes a reality."[11] He also noted that all of the graduates trained as teachers could not get teaching positions and ended up in clerical or retail jobs. Sheehy recommended that the colleges survey the occupational demands of the Merrimack Valley in order to prepare area students for professions essential to the economy of the region.

On December 28, 1972, the Sheehy Commission held a seven-hour marathon executive session at the Speare House restaurant in Lowell. The next morning, Sheehy announced that the commission was officially recommending the merger of Lowell State and Lowell Tech, to be implemented between July 1, 1974, and July 1, 1975. On January 3, 1973, Sheehy and Tully filed legislation at the State House calling for the merger of the two colleges and the creation of the University of Lowell as an autonomous institution with its own Board of Trustees.

It took a full year for the proposed legislation to become law. The

House of Representatives approved the merger in October 1973 and the Senate in November. The timing of the merger had been changed by an alert Democrat who realized that his party would be losing a golden chance to influence the character of the new University should a Democrat defeat Republican Governor Sargent in 1975. The original date of implementation in 1974 would have given Sargent the authority to name all the trustees of the school. Changing the date to January 1975 assured that the next governor would have that privilege.[12]

A last-minute drama was played out when the bill was snatched from the governor's desk, recalled on a motion from Tully, who realized language allowing the University to award doctoral degrees had been accidentally omitted. Tully's amendment authorized the University to grant doctoral degrees, especially in the sciences, health professions, music, and law. The word law created such an uproar in the legislature that it had to be stricken to allay fears the new University would create a state law school.[13] After bouncing around the State House for a couple of more days, the legislation was finally signed by Governor Sargent.

On March 15, 1974, Governor Sargent swore in the eleven members of the University of Lowell Merger Planning Board. Members included Dr. Leon Beghian, provost at LTI; Sandler Devolve, an LTI student representative; Mary Flynn, an Andover civic leader; Robert Foy, Academic Dean at LSC; Dr. Patricia Goler, Dean of Liberal Arts at LSC; Dr. Mary McGauvran, an alumna of LSC and Dean of Administration; Dr. Gerard O'Connor, a member of the English Department faculty at LTI; Pauline Riordan, an LTI alumna; and Francis Talty, a student at LTI. Lowell Attorney Joseph Donahue chaired the Board.

The Board met weekly for an entire year, working on admissions guidelines for 1975 and the academic calendar for 1975–76. The biggest task the board tackled, the task with the most significant implications for the future success of the new University, was the nuts and bolts job of shaping one integrated campus out of two previously independent campuses. From bookstores to admissions offices, from athletic departments to registrars' offices, every department and office had to be examined and merged in a way that made the best economic and logistical sense.

The board spent three to four hours every week working on these issues, according to Gerard O'Connor, who also recalled that the work of the board took up many additional evening and weekend hours. Each decision that had to be made involved a meeting with the faculty members and/or administrators involved in the decision, a discussion among the board members, and the drafting of a recommendation to the Board of Trustees. In most cases, the trustees approved the recommendation of the Merger Planning Board.[14]

An issue that student member Frank Talty remembered was tuition. At that time, Lowell Tech tuition was $200 per year, while at Lowell State it was $300 per year. "The students wanted a $200 per year tuition, while the

administrators wanted to raise it to $400," remembered Talty. The board settled on $300 a year, for at least the first year, which Talty labeled a "partial success" for students. Other issues requiring debate and compromise included class scheduling, grading, and student government.[15]

The administrative governance of the new University was one of the biggest issues the board tackled. According to O'Connor, both Olsen and O'Leary submitted parallel proposals in which everyone would report directly to each of them. After reviewing the structures of fifty colleges around the country, the merger board settled on a structure that established channels of authority. The trustees approved that recommendation.

As the reality of the merger grew closer, undercurrents of disagreements between the campuses on three issues sharpened: how inequities in salary between the two faculties would be resolved, who would sit on the new Board of Trustees, and who would be the first president of the new University.

The merger legislation sought to solve most personnel problems at the two schools by guaranteeing that no member of the institutional staff of either school would lose his or her position, but it was not that simple. Approximately eighty-six percent of the instructional staff at LTI were on tenure, while less than fifty percent at LSC were tenured. On the average, LTI faculty, especially at the higher levels, were paid much better than faculty of comparable rank and degree at LSC.

One of the thorniest problems of the merger—salary equalization between the faculties at the two campuses—was not resolved until January 1977. Salary increases for about half of the ULowell faculty were approved that month by the Board of Trustees. The increases were a part of a special $275,000 salary equalization package designed to minimize the inequities between the salaries of faculty members at North and South campuses. Pay raises ranged from as little as $50 annually to as much as $4,000. The North and South campus faculty members had voted to unify as members of the Massachusetts Society of Professors, an affiliate of the Massachusetts Teachers Association.[16] On April 18, 1977, the faculty overwhelming accepted the administration's latest salary contract offer, killing plans to strike set for the next day.[17]

Much was at stake in naming the members of the Board of Trustees that would oversee the new University. Lowell State faculty were worried that the Lowell Tech Board of Trustees would take over the new University. Meanwhile, nearly forty LTI faculty members were concerned enough to petition Governor-elect Michael Dukakis to avoid political patronage in making Board appointments.

On May 16, 1975, Governor Dukakis swore into office the members of the first Board of Trustees of the University of Lowell. They were: George Harvey Chandler, business manager of Local 588 of the International Brotherhood of Electrical Workers; Ming Chen, chairman of the Aerospace-Mechanical Engineering Department at Boston University; Vice Chairman Ri-



Governor Michael Dukakis swears in some of the members of the first ULowell Board of Trustees. They are, from the left, Liz Williams, Chairman of the Board Joseph Serio, and Angelike Georgalos, on the right.

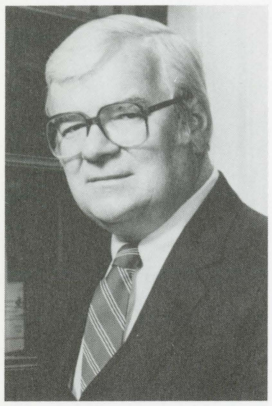
chard Donahue, a Lowell attorney; George Doulames, executive vice president of the Lowell Gas Company; Blanche Fitzpatrick, associate professor of economics at Boston University; Angelike P. Georgalos, principal at the Dracut Center Elementary School; Leo Kahn, president of Purity Supreme supermarkets; Cornelia La Maitre, director of Family Service Association of Greater Lawrence; George Membrino, executive vice president of Medical West; Jose Ramirez, a personnel representative with Digital Equipment; Pauline Riordan, an alumna of LTI and a consultant with Groton Associates; Chairman Joseph Serio, public affairs manager of Western Electric Company's manufacturing division; Frank Talty, student trustee; Charles Warner, manager of the minority vendor program at Raytheon; Beth Warren, executive director of Roxbury's Children's Services; and Elizabeth Williams, a planner at MITRE Corporation.



Lowell Technological Institute President Everett V. Olsen.

As one of its first acts, the trustees named Everett Olsen acting president of ULowell and Daniel O'Leary as chancellor. O'Leary was deeply disappointed. He had expected to be named president, since he had a Ph.D., while Olsen had only an honorary Sc.D. The search for the permanent president had sparked months of heated debate and an endless swirl of speculation. Olsen had yet to express an interest in the job, though many wanted to see him get it.[18] Some faculty were worried about persistent rumors that Senate President Kevin Harrington would be named the first ULowell president, while others thought his presidency would bring political clout to the campus.

Harrington submitted his résumé to the board on July 23, 1975, but withdrew his name early in the fall, saying he had to devote his energies to a budget crisis at the State House. In October, Olsen sent a letter to the trustees changing his mind and announcing his desire to become perma-



First University of Lowell President John B. Duff.

nent president, throwing the process into disarray. Explained Olsen, "I changed my mind about applying for the position because after a while, it did not seem so overwhelming as I first thought."[19] After looking over 150 applications from around the nation, the search came down to three finalists: Charles Vevier, executive vice president at the College of Medicine and Dentistry of New Jersey; John B. Duff, then provost at Seton Hall in New Jersey; and Thomas O'Connell, president of Berkshire Community College. Olsen was seen by some as a dark-horse candidate who could keep the University on course until Harrington was ready to take over.

As the December 17, 1975, deadline for naming the president approached, speculation and uncertainty raged. As late as December 16, it was widely believed that the board would delay picking the president for at least four weeks, giving Harrington a chance to reopen his candidacy for the job. But the next night in a closed door session on South Campus, trustees voted down a motion to delay the decision. For nearly two and one-half hours, the trustees debated the merits of the three finalists as well as Senator Harrington. Ultimately, John B. Duff won the unanimous support of the board.[20]



Under the direction of Charles J. Defilippo, right, director of the physical plant, maintenance department personnel hoist a new University of Lowell map that will guide students and visitors to the North and South campuses, formerly Lowell Tech and Lowell State College.

Born in Orange, New Jersey, in 1931, John B. Duff earned a bachelor's degree from Fordham University in 1953, a masters' degree from Seton Hall in 1958, and a doctorate in history from Columbia University in 1964. Attracted to Democratic politics early, he had worked on Harry Truman's presidential campaign in 1948 as a high school senior. In 1968, he was an unsuccessful candidate for Congress from New Jersey. He was Democratic State Committee Treasurer in New Jersey and a close friend of New Jersey Congressman Peter Rodino. He rose from a professorship at Seton Hall to executive vice president and provost, before coming to Lowell at the age of 44. He had written *The Irish in the United States* and *Slavery: Its Origins and Legacy.*[21] An outgoing, sociable man, Duff became actively involved in the social and civic life of Lowell. His commitment to the community including becoming chairman of the Lowell Historic Preservation Commission.

Duff took over the reins of the University presidency full time on April 1, 1976, and was installed on Friday, October 1, 1976, in a ceremony on

South Campus. In his inaugural address, Duff said, "The University should and must be a resource for its community and this University has some special advantages in this regard. Nothing can be done without unity. Let us all . . . support one another and conduct ourselves as members of the community of the University of Lowell."[22] It would take some time before any sense of community was felt by students, faculty, and administrators, who eyed each other warily from opposite banks of the Merrimack River. Lowell Tech was now the North Campus of the University of Lowell and Lowell State the South Campus. The campuses were only a mile apart physically, but in some ways, light years apart "spiritually," noted Olsen at the time.[23]

The logistics of the merger were overwhelming enough; the ties of loyalty to one campus or another complicated matters further. Students tried to schedule all their courses on one campus to avoid the shuttle bus that made its way back and forth across the river dozens of times a day. The registration office moved from South to North Campus, but it would be years before a true merger occurred. One student told a reporter he was "annoyed about registering for undergraduate south campus courses in the south campus registration office located on the north campus."[24]

The new school's seven-month 1975 budget took seventeen months to prepare because planners had to deal with two different sets of books. Budget requests were couched in a "we" v. "they" mentality, according to Olsen.[25] Budget problems did not help the merger process. The combined budget of the two predecessor schools was $15.3 million, but ULowell received only $14.7 million, despite a request for $22 million. A hiring freeze went into effect, causing more headaches.

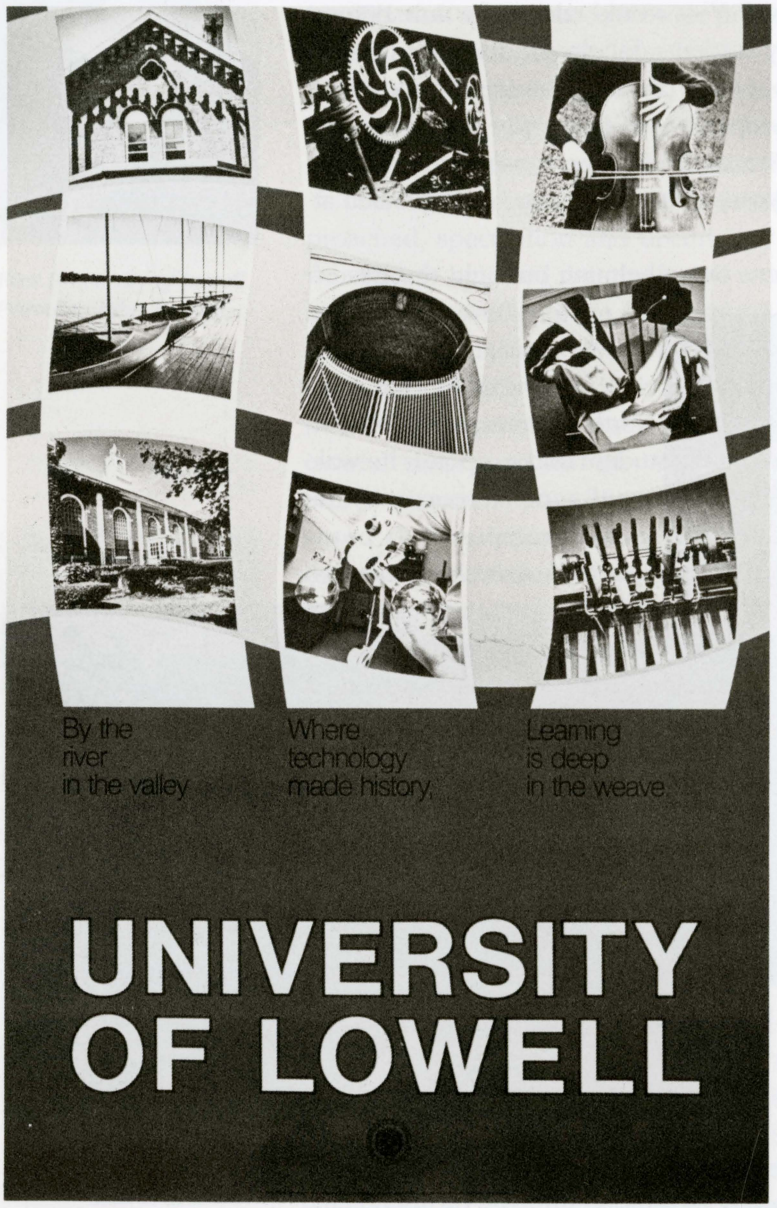


After the merger, the buses that shuttle students between North and South campuses became familiar sights.

But there was good news, too. From the beginning, the new University shone brighter than its predecessor campuses had individually. On November 1, 1974, nearly 4,000 high school seniors, attracted by the potential of the new University of Lowell, swamped the campuses at an open house event that in previous years had drawn only a few hundred prospective students. In June 1975, the Lowell City Council approved a motion to change the name of Textile Avenue and the Textile Bridge to University Avenue and University Bridge in honor of the city's newly created University. On May 22, 1976, ULowell held its first commencement exercises granting degrees to 1,500 students. The first honorary Doctor of Humane Letters degrees were presented to Nobel Prize winner and theoretical physicist Dr.

Eugene P. Wigner and to psychologist and Radcliffe College President Matina S. Horner. It was a fitting culmination of years of debate, planning, politics, and decision-making.

Duff's first annual report in May 1977, pointed with pride to a six percent enrollment increase, $1.4 million in increased research grants, and the purchase of a new $600,000 Cyber-71 computer system to handle both academic and administrative needs on both campuses. The same year the $4.6 million Durgin Hall music building was completed, including a one-thousand-seat grand concert hall. The building, named for Cyrus Durgin, principal of the Normal School and the individual who introduced the music curriculum, was the realization of the dream of Chancellor O'Leary and Dean Emeritus Edward Gilday. The University hosted a spectacular evening at the hall in early December 1976, when Sarah Caldwell conducted a performance of her Opera New England Company's production of Puchini's *La Boheme* before a sell-out audience. "Lowell has never had a night like this," Duff beamed after the performance.[26]

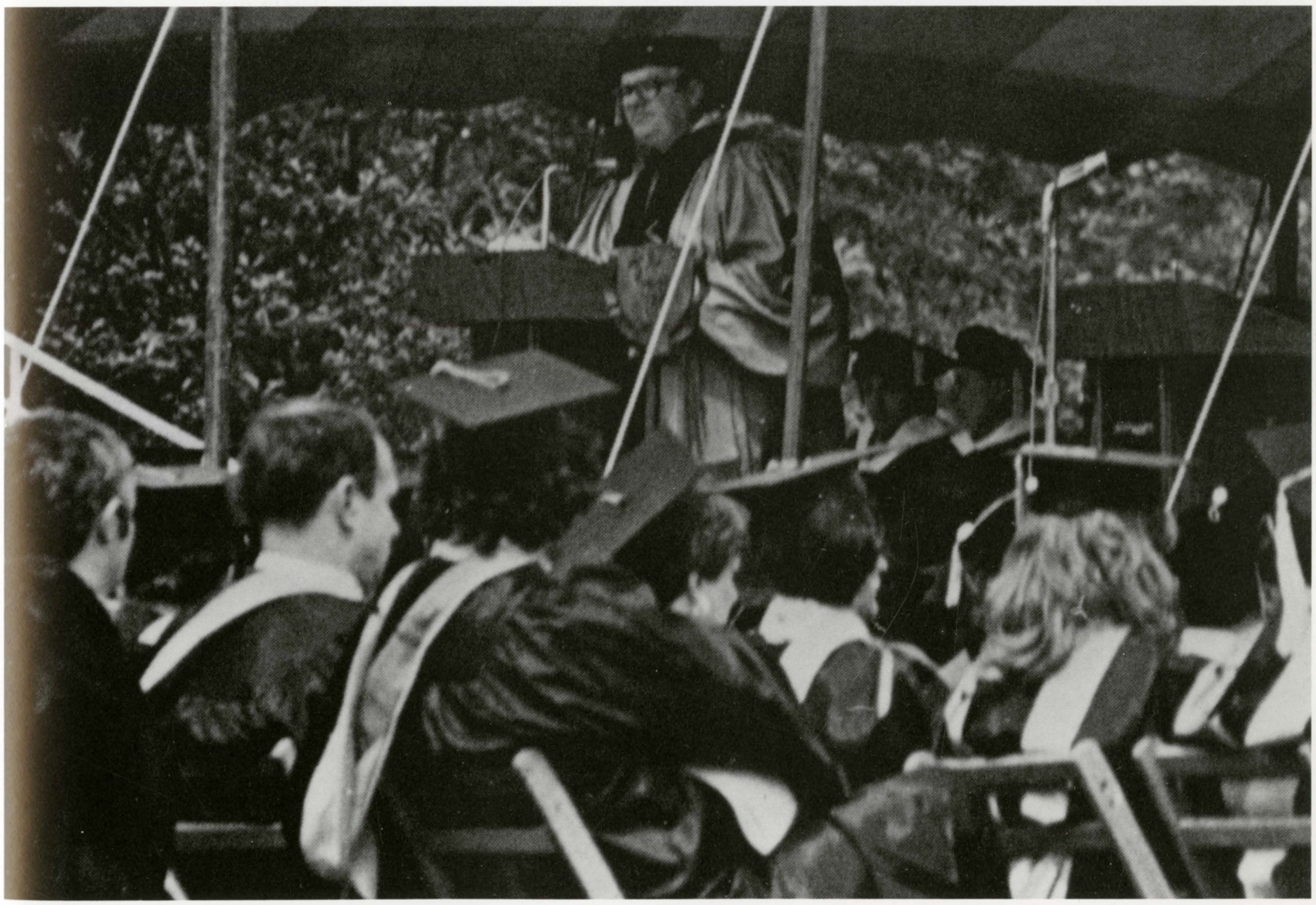


A newly designed poster trumpets the strengths of the University of Lowell.

Duff put his own stamp on the new University with a reorganization of the administration, approved by the Board of Trustees in December 1976. A key element was the creation of four vice presidencies. Dr. Olsen would remain as executive vice president; Dr. William T. Hogan became vice president for academic affairs; Raymond Rigney became vice president for business affairs; and Dr. Mary McGauvran, vice president for student affairs. Roger Schinness was appointed assistant to the president. Leon Beghian, formerly provost, and Robert Foy, formerly dean, were appointed associate vice presidents for academic services and instruction, respectively. Larry Martin was named director of admissions, James Sullivan comptroller, Charles DeFilippo chief engineer, and Catherine

Quinn director of alumni affairs. Dr. Harry Rubinstein, professor of chemistry, was appointed dean of the graduate school. Dr. William E. McGrath became the first dean of the ULowell libraries. On February 16, 1977, the University said good-bye to retiring Daniel O'Leary at a Board of Trustees meeting, where he was presented with an engraved cup and the title of chancellor emeritus. During the reception that followed, Duff noted, "A great part of what the University of Lowell is can be attributed to Daniel O'Leary."[27]

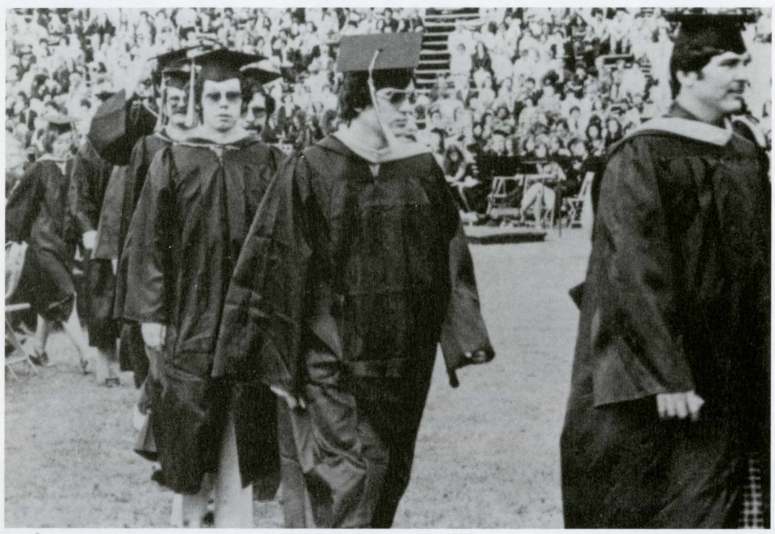
Throughout the years following the merger, the College of Health Professions continued to grow, but not in ways that pleased everyone involved with the college. May Futrell, chair of the Nursing Department, focused on curriculum issues during the merger, assuming that organizational decisions would be made later. But O'Leary and Nursing Dean Trudy Barker had already decided to establish the College of Health Professions, which inherited from LSC the Departments of Nursing, Medical Technology, and Clinical Lab Sciences. Futrell felt strongly that a College of Nursing would have been better, and programs such as Clinical Lab Sciences should have been dispatched to the College of Pure and Applied Sciences.



President Duff addresses graduates and their families and friends at Commencement 1976, the first for ULowell.

A College of Nursing would have more stature, she felt, and would have kept the focus of the college more intensely targeted.[28]

Nonetheless the college flourished, establishing a gerontology center in 1976 and, in 1977, a physical therapy program. In 1981, graduate and undergraduate nursing programs at ULowell received accreditation from the National League of Nursing, the first time a master's nursing program was accredited. Dean Barker retired in September 1981, and Eleanor Shalhoup, chair of the Nursing Department, was named the new dean of the college. Barker had been more interested in physical therapy and other allied health programs, according to May Futrell, while Dean Shalhoup focused her energy on nursing. It was Shalhoup's dream that the college offer doctorates in nursing and public health. Shalhoup also established the Center for Health Promotions.



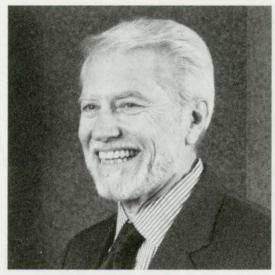
Members of the first graduating class of the University of Lowell march up to get their degrees in June 1976.

Meanwhile, the College of Education was undergoing major changes under Dean Margaret Shannon. In July 1978, after two years of research, the faculty of the College of Education submitted a proposal to eliminate the undergraduate program in education and transform the college into a graduate school. According to the report, "To expect undergraduates to acquire that kind of background (liberal arts) plus thirty semester hours in education to be well prepared and certified serves to squash both programs."[29] Stricter admission requirements for students applying to the education program, instituted in 1971 as a way of ensuring the highest quality, had already cut the number of undergraduates by fifty percent.

In 1984 the college established the Center for Field Services and Studies, first directed by Donald Pierson, which was designed to promote partnerships between the University, business, and public education. Dean Virginia Biggy said that the new center demonstrated the University's commitment to improving education in grades K–12. Another landmark in the history of the College of Education was the creation of an independent doctoral program in 1985. Also in 1985, the College of Education moved to its new West Campus location on the grounds of the former Middlesex County Training School in Chelmsford, one and one-half miles from south campus. The property had been generously donated to ULowell by Wang Laboratories for one dollar.

The Continuing Education program blossomed after the merger. Lowell Tech Presidents Lydon and Olsen had been ardent supporters of evening and summer schools, but O'Leary was dead set against it, according to

Ernest James. O'Leary told James he did not want his faculty working summers and evenings. After the merger, however, the new Continuing Education Division exploded with activity. Courses were offered in September 1975, and included not only technical courses but also programs in sociology, psychology, political science, English, and other liberal arts disciplines. "It was a bonanza for us," said James, who ran the program for many years. "We doubled in size because of the merger." Duff, said James, "saw the opportunity in Continuing Education, not only to generate money to return to the University, but in a city like Lowell, he also saw that his great love for serving the community [could be fulfilled by making], the University a center of learning, morning, noon and night, fall, winter, summer, spring."[30]



Dr. Aldo Crugnola, Dean of the College of Engineering from 1977 to 1995.

In March 1981, just short of five years since he took the job, John Duff requested a two-year leave of absence from the ULowell presidency to become the first chancellor of the Massachusetts public higher education system. He had been named to the post by the Board of Regents after a four-month search, which ironically, Duff himself had chaired. Duff's assistant, Roger Schinness, also left to work for the Regents.

Duff's legacy at ULowell was significant. Under his tenure, the University experienced tremendous growth, increased enrollment, additional faculty, and a considerably larger budget. His personal touches included the establishment of the ULowell Foundation to enhance the cultural image of Lowell. He helped shape the image of the University as an integral part of the community, forging links with the community focused on the areas of culture, education, and health. Regional economic development—a mission of the University dating back to the earliest days of its predecessor schools—was not a subject that caught his imagination. The second president of the University of Lowell—William T. Hogan—recaptured the traditional mission of the campus and updated it to meet the economic development needs of the late twentieth century.



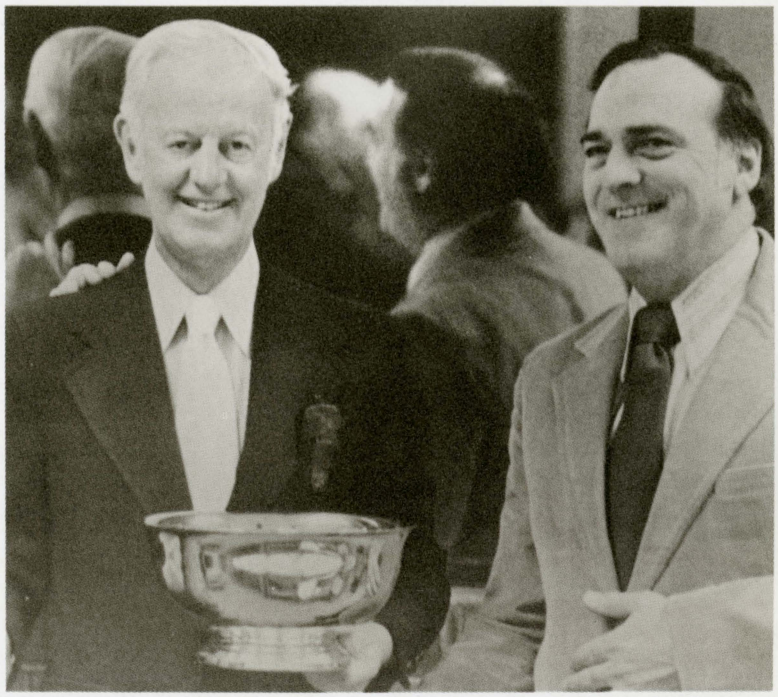
ULowell students of the 1970s sported bell bottom pants, clog shoes and polyester shirts.

Both Duff and Olsen recommended Hogan, then vice president of academic affairs, as interim president. The Board of Trustees subsequently named Hogan to that post for the duration of Duff's absence. Hogan had earned a B.S. in mechanical engineering at Northeastern University in 1955, and master's and a doctorate in engineering at MIT. He first joined Lowell Tech as a faculty member in 1963, was named the first dean of the newly organized College of Engineering in 1973, and in 1977, Vice President for Academic Affairs at ULowell. He had previously worked as design and development engineer for General Electric, the Army's Rocket Development Center at Redstone Arsenal in Alabama, and AVCO.



Hogan brought a style markedly different from Duff's into the president's office. He declined to live in the elaborate house provided Duff in the Belvidere section of Lowell, preferring to remain in his Chelmsford home. He drew a line between his personal and professional lives.

On January 13, 1983, Duff officially resigned the ULowell presidency. The trustees, describing Hogan as a good manager, hard worker, and respected leader among students, faculty, and staff, named him permanent president and gave him a five-year contract. Hogan initiated his own administrative reorganization during the first months of his presidency. Robert Foy became Vice President for Academic Affairs and Leon Beghian became Vice President for Academic Services and Technical Research. In November 1983, Hogan named three new vice presidents: Thomas Costello, vice president of technical resource and development; Robert Wagner, associate vice president for academic affairs; and Paul Rahmeier, associate vice president for instruction. In January 1984, he named Frederick P. Sperounis assistant to the president and in 1987, named him vice president for university relations and development.



Daniel O'Leary is presented with an engraved cup by Alumni Association President George Membrino at his retirement in February 1977.

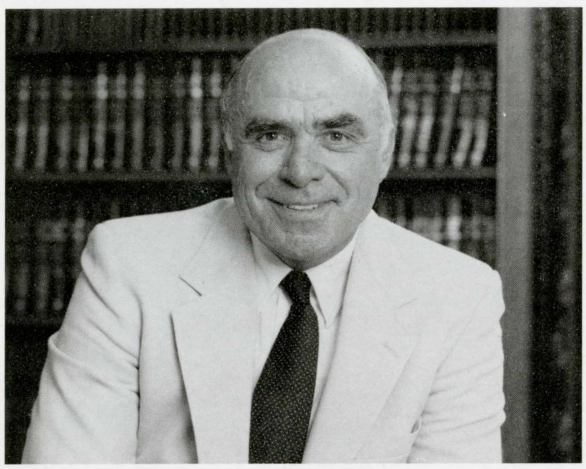
Three goals that Hogan felt were critical to the continuing development of the University as a first-class institution of higher learning were: 1) to earn accreditation for every college, 2) to increase the percentage of graduate students and graduate research at ULowell, and 3) to combine the colleges of Liberal Arts and Pure and Applied Science into a College of Arts and Sciences, thereby completing the merger of the two campuses in a wholly integrated way.

In June 1982, the New England Association of Schools and Colleges bestowed on the University a ten-year accreditation, the maximum allowed. The College of Management Science had grown dramatically during the early Duff years. An evening Master of Business Administration program was established. The American Assembly of Collegiate Schools of Business accredited the College of Management Science in 1987. The approval by AACSB came about after a comprehensive revamping of instructional programs and administrative procedures. With the accreditation of the Industrial Technology program, for the first time every program in the College of Engineering held national professional accreditation. The Graduate School grew tremendously under Hogan's care. In 1982, the University granted 6

In April 1979, students turn out for the annual ritual—Spring Carnival.

doctoral and 242 masters degrees. In 1994, the school awarded 63 doctorates and 720 masters degrees.

In 1987, a study group appointed by Hogan considered merging the colleges of Liberal Arts and Pure and Applied Science and strongly recommended the move. Eric Sheldon of the Physics Department, co-chair of the study group along with Robert Innis of the Philosophy Department, noted that the existing organization of the colleges was "totally ad hoc . . . a left-over from the original merger of Lowell Technological Institute and Lowell State College" thirteen years before.[31]



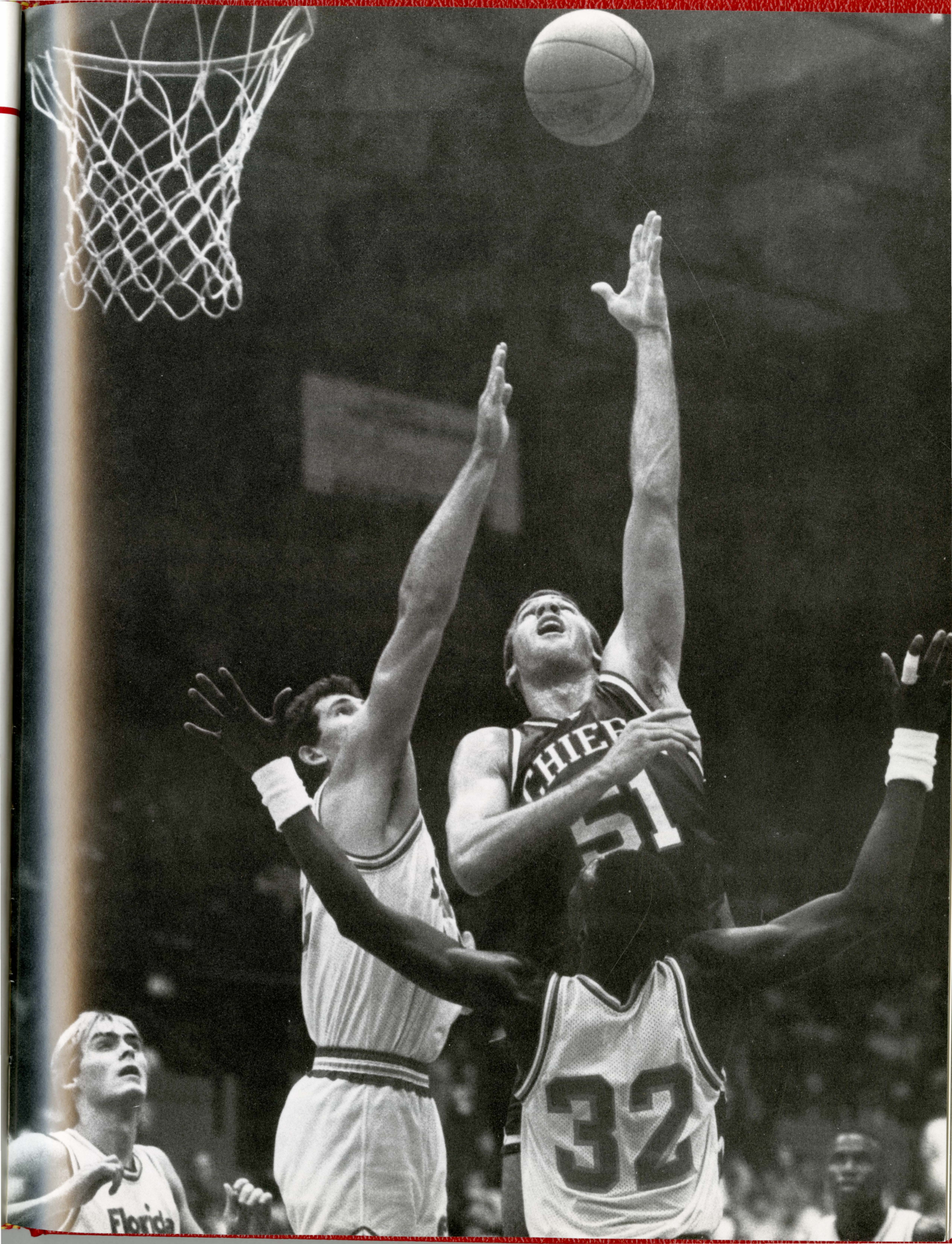
President of ULowell from 1981 to 1991, and first president of UMass Lowell, Dr. William T. Hogan.

The committee's view of the future of ULowell was that it should be recognized not only as an institution distinguished for its superior technical training, but also as an outstanding regional university. The move was seen as a natural progression in the continuing evolution of the Lowell campuses as a comprehensive university. Said Innis, "We were asked more than once, why turn the rock now? It's not bothering anyone the way it is. Our reply was that if you don't turn the rock now, you never get rid of the Lowell State and Lowell Tech dichotomy." The official change took place in the fall of 1989. Hogan appointed Arthur Watterson of the Chemistry Department and Peter Blewett of the History Department as co-deans of the new college.[32]

Enhancing the athletic program at ULowell was another priority for Hogan. In fact, the 1975–1991 period may well have been the golden era of athletics for UMass Lowell. Competing as the University of Lowell after the merger of Lowell Technological Institute and Lowell State College, the school enjoyed a sixteen-year period of success. Less than three months into the first season, Vinnie Fleming won the NCAA Division Three cross country championship in one of the most dramatic finishes in NCAA history.

Irish-born Marc Linscheid (Class of 1981) won the first of his two NCAA titles in outdoor track in 1977 when he captured the Division Three hammer throw event. In 1980, he won the Division Two title. Gymnast John Alberghini (Class of 1980) gave the young institution its third title in 1979 when he won the NCAA Division Two crown on parallel bars. ULowell won its first team championship in 1979 in ice hockey under the direction of Coach William Riley and led by All-Americans Tom Jacobs (Class of 1979) and Craig MacTavish. Riley also led his team to NCAA titles in 1981 and 1982 before the program was elevated to Division One. Nine-time swimming All-American Don Jensen (Class of 1983) gave UL another individual championship in 1982 when he finished in a flat tie in the 200-meter breaststroke. Barry Sutter brought home the gymnastics gold in still rings at the 1986 Division Two-Three championships. Jane Servi-Seebruch (Class of 1988) won the indoor women's Division Two high jump championship.

Leo J. Parent jumps for a shot during the Chiefs' victory over first-place Florida State during the 1988 NCAA semifinal game, clearing the way for the team's NCAA Division Two Men's Basketball Championship. Parent and his father, Leo A. Parent, were subsequently inducted into the Lowell Athletic Hall of Fame. Photo courtesy of Mark Bogacz.


Florida
32

Meanwhile, the men's basketball team was making NCAA Division Two history from 1986 to 1989. Appearing in their first NCAA tournament, the team won five straight games to win the national title. All-American Leo Parent (Class of 1988), whose father had played basketball and baseball years before at Lowell State, and guard Bobby Licare (Class of 1988) etched their names in local folklore as they led UL to wins over the nation's number five, three, and one ranked teams before beating the University of Alaska-Anchorage, 75-72 at the Springfield, Massachusetts, Civic Center. During this sixteen-year run, six individuals won seven titles and two teams won national championships.

Over the course of both the Duff and Hogan years, the University began to amass the technology of a new era. A Computer Science program was established, supported by a series of major equipment donations from high tech firms, thriving in the Merrimack Valley, thus enabling the University to compete with other prestigious technical schools.

In the decade following the merger, 1975 to 1985, enrollment increased dramatically by fifty-eight percent. Between 1980 and 1987 ULowell received more than 7,000 applications each year and accepted about half of the freshman who applied. On-campus housing did not keep up with the explosive growth of the University in the years following the merger, but no new dorms were added. Hundreds of students were on the housing waiting lists until new housing was built in the late 1980s.

The enrollment surge was surprising in that there was a 3.8 percent drop in eligible eighteen-year-olds in the University's recruiting area in the early to mid 1980s. The University's tuition, low compared to private schools, was one factor in the surge, as was the attractiveness of the campus as a regional University with increased programs of study and growing research activities. But the local economy also had an effect. The early to mid-1980s were the boom years for the microelectronics industry that flourished in Massachusetts. Wang Laboratories set up headquarters in Lowell in 1978. By 1982, it had 5,500 people on its payroll. This re-industrialization of Massachusetts led to the development of other high tech companies in the Lowell area and a regional economic boom. The message in the endless pages of help wanted ads in the Sunday newspaper calling for engineers, managers, health care professionals, and computer scientists was not lost on prospective students and their parents. Students were flocking to these programs. Between 1975 and 1985, engineering enrollment doubled from 1,800 to 3,700 day students. Nonetheless, budget problems plagued the University throughout the 1980s, as state appropriations to the school did not keep pace with rising costs and a mushrooming student population.

Meanwhile, enrollments in the College of Music had plummeted from 500 in 1977 to barely 300 by the early 1980s. School districts throughout Massachusetts were cutting back their music education programs as a response to the budget-cutting effects of Proposition 2 1/2, the measure that limits rises in local property taxes, the major source of funding for local

school districts. Prospective students, wary of finding jobs as music teachers after graduation, stayed away. New students were attracted, however, by the new Sound Recording Technology (SRT) major introduced in the fall of 1982. The SRT program prepares students for jobs in recording studios, broadcast sound, and sound engineering at live concerts, a growth field in the music industry. A concentration in Music Business was also established and enrollment in the college turned around.

As the 1980s gave way to the 1990s, the economy was changing fast. A deeply rooted recession beginning in 1985 decimated the computer industry in the Lowell area, along Route 128, and throughout Massachusetts. Wang filed for bankruptcy. Other companies ordered massive layoffs or folded shop altogether, causing serious unemployment. Two words changed the face of the U.S. economy: global competition. State-allocated funds for public higher education were cut, University enrollments dropped, and tuition rose. Both the region and the University faced critical challenges. The formation of a University of Massachusetts system, including campuses in Amherst, Boston, Lowell, Worcester, and Dartmouth surfaced again. This time, there was less opposition at Lowell. The time was ripe for another change.



College of Music Professor Natalo Paella welcomes Boston Pops Conductor Arthur Fiedler, who received a Doctor of Humane Letters degree in 1977.

Endnotes

1. *Advocate*, March 4, 1975.
2. Letter, dated January 2, 1964, from Daniel O'Leary to John L. Steele.
3. *Lowell Sun*, March 29, 1971.
4. *Lowell Sun*, July 11, 1971.
5. *Lowell Sun*, August 27, 1972.
6. *Lowell Sun*, August 27, 1972.
7. *Study on Feasibility of Merging Lowell Technological Institute and Lowell State College*, December 1972. My thanks to Mary McGauvran for making this document available.
8. *Study on Feasibility*, December 1972, p.29.
9. *Lowell Sun*, December 15, 1972.
10. *Lowell Sun*, December 20, 1972.
11. *Lowell Sun*, December 31, 1972.
12. *Lowell Sun*, September 25, 1973.
13. Telepone interview with Everett Olsen.

14. Telephone interview with Gerard O'Connor.

15. Interview with Frank Talty.

16. *Lowell Sun,* January 20, 1977.

17. *Lowell Sun,* April 19, 1977.

18. Interview with Everett Olsen.

19. Interview with Everett Olsen.

20. *Lowell Sun,* December 18, 1975.

21. *Boston Globe,* March 26, 1981.

22. *Lowell Sun,* October 2, 1976.

23. *Lowell Sun,* May 16, 1976.

24. *Lowell Sun,* May 9, 1976.

25. *Lowell Sun,* May 16, 1976.

26. *Lowell Sun,* December 11, 1976

27. *Lowell Sun,* February 17, 1977.

28. Interview with May Futrell.

29. *Lowell Sun,* July 30, 1978.

30. Interview with Ernest James.

31. "A Revolutionary Idea," by Frank Makarewicz in the *University of Lowell Magazine,* 1989 issue.

32. *Ibid.*



Students enjoy an outdoor concert on South Campus.



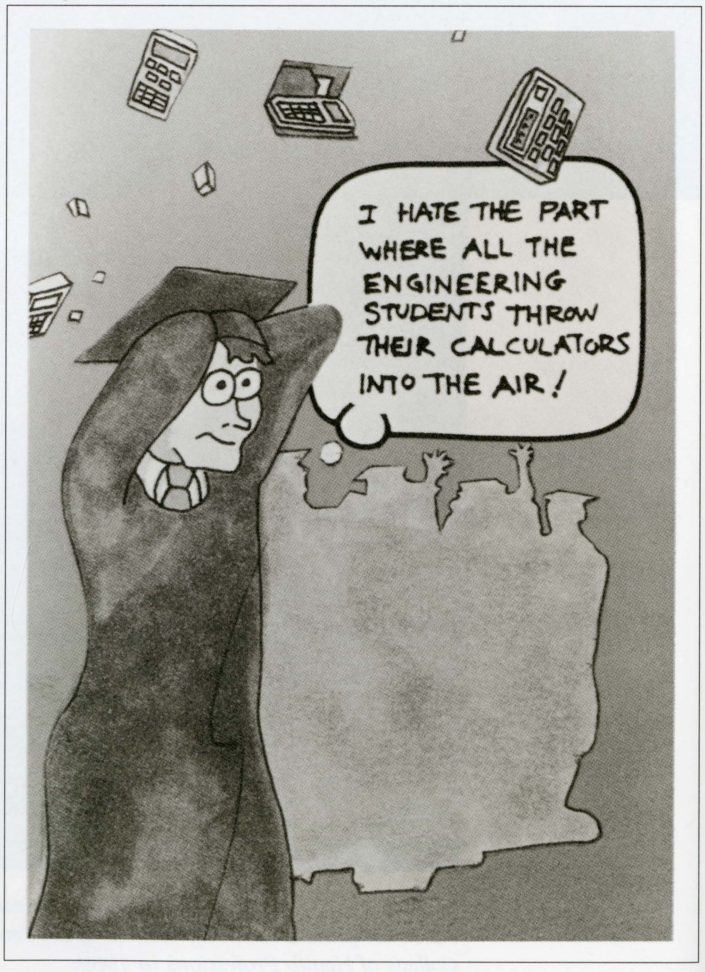
In 1981, the presidents gathered on the occasion of Martin Lydon's retirement. They are, from left, former Lowell Tech presidents Kenneth Fox and his wife, Eleanor; Lydon and his wife, Maria; and Everett Olsen with his wife, Mimi; former Lowell State President Daniel O'Leary and his wife, Marguerite; ULowell President William T. Hogan with his wife, Mary; and former ULowell President John Duff with his wife, Helen.



Student nurse Jennifer Erb and faculty member Jacqueline Dowling, RNMS, treat volunteer patient and staff member Dale Pevey in the Intensive Care Unit Lab in the College of Health Professions in 1989.

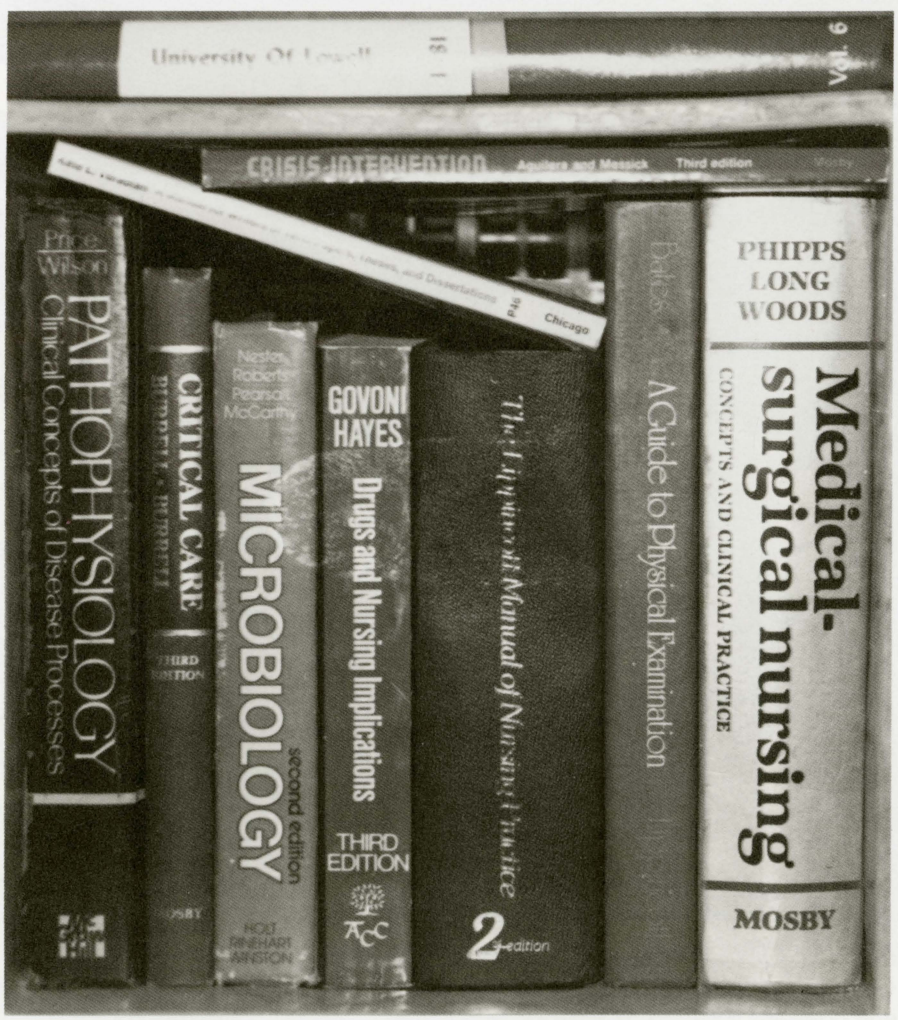


Student humor in the yearbook of the Class of 1983.

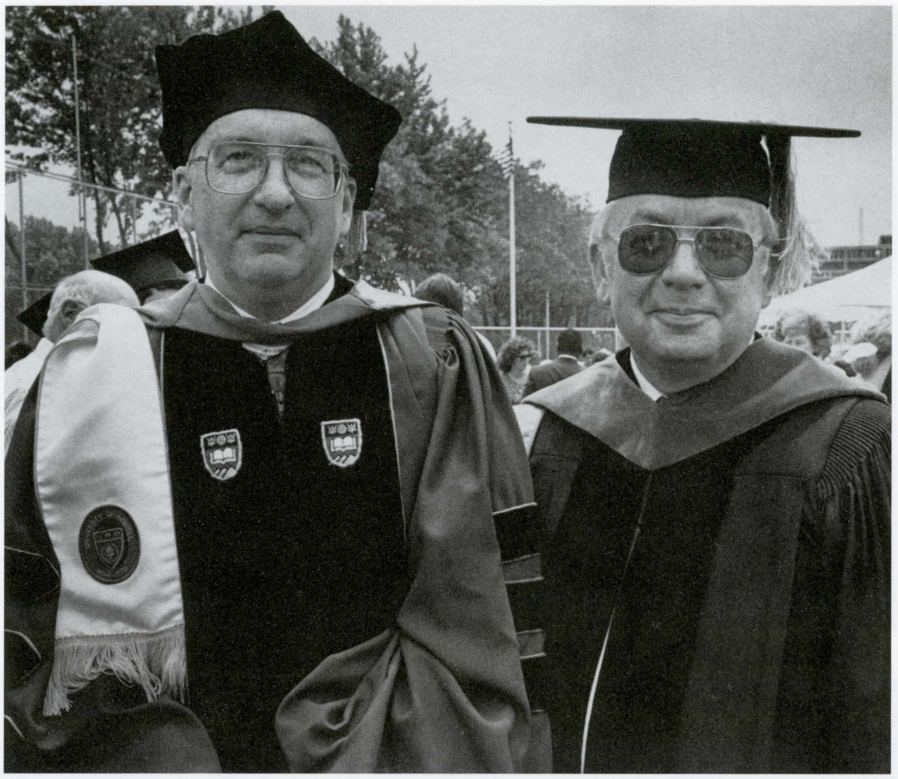




Dr. Eleanor Forsley Shalhoup, Dean of the College of Health Professions from 1981 to 1991, applauds new graduates of the college.



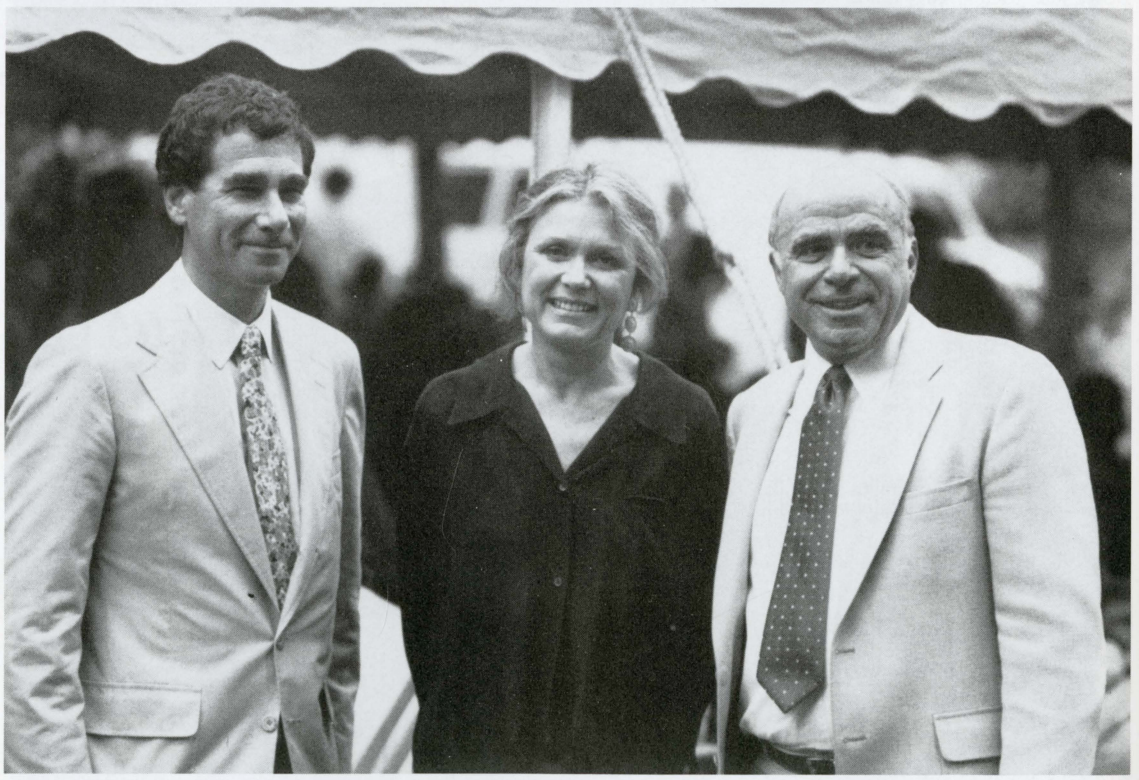
College of Health Professions textbooks.



College of Arts and Sciences co-deans, Dr. Peter Blewett, left, and Dr. Arthur Watterson.



Dr. Mary McGauvran, vice president for student affairs.



Gloria Steinem, who received an honorary Doctor of Humane Letters at ULowell Commencement 1990, with ULowell Board of Trustees Chairman, Alan Solomont, left, and President William T. Hogan.



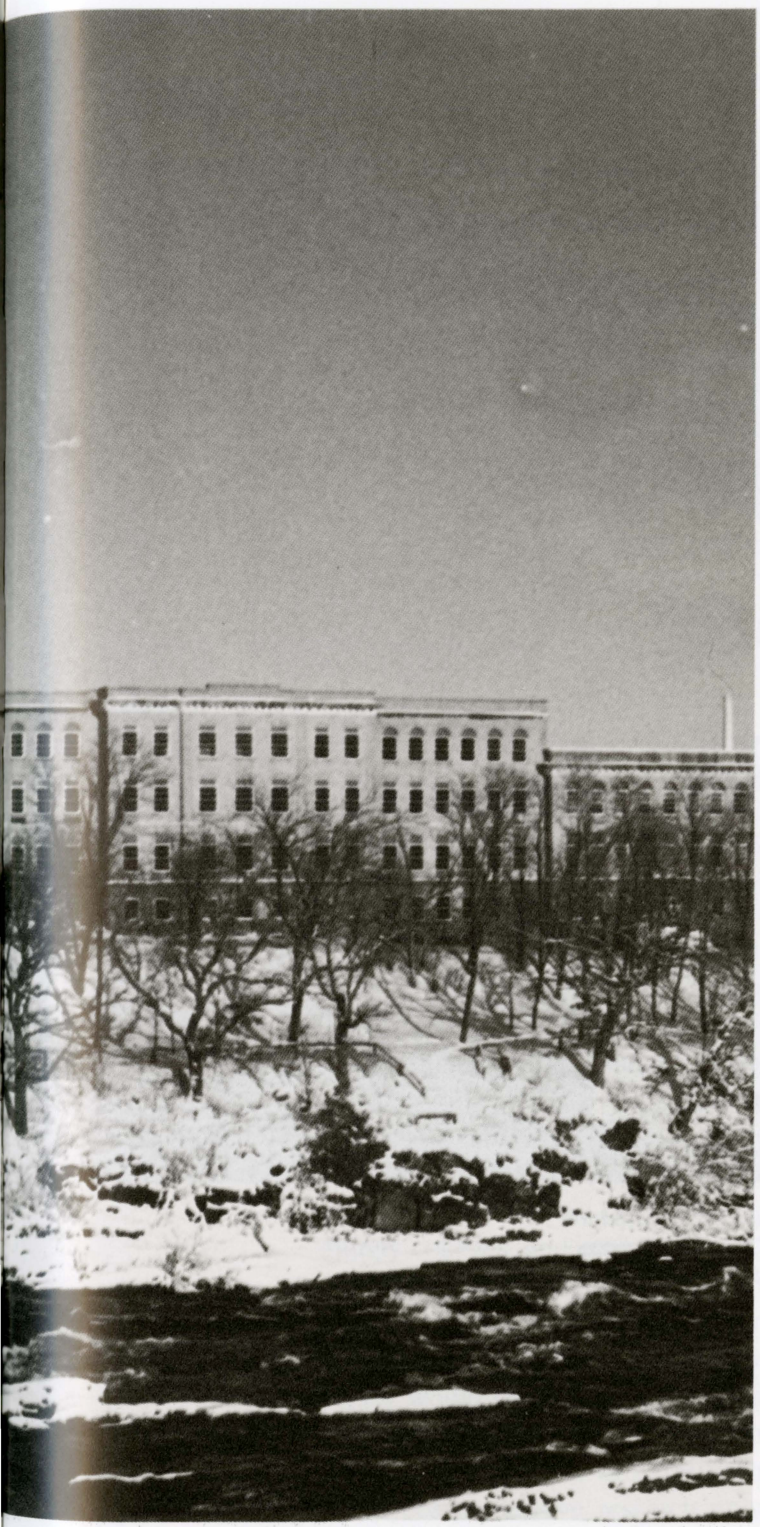
In 1983, Mike Carr, center iceman, team captain, and all-time leading hockey scorer for Lowell (279 points during his college career), left, gets a pat on the back from Athletic Director Dr. James Ciszek as Coach Billy Riley, right, accepts the Eastern College Athletic Conference (ECAC) championship trophy from Commissioner Scott Whitelaw.

After years as a club sport, women's crew became a varsity sport in the spring of 1983. This team includes Shelagh Donohue, third from right, who began rowing at Lowell in 1983 and went on to win a silver medal at the 1992 Olympic Games.

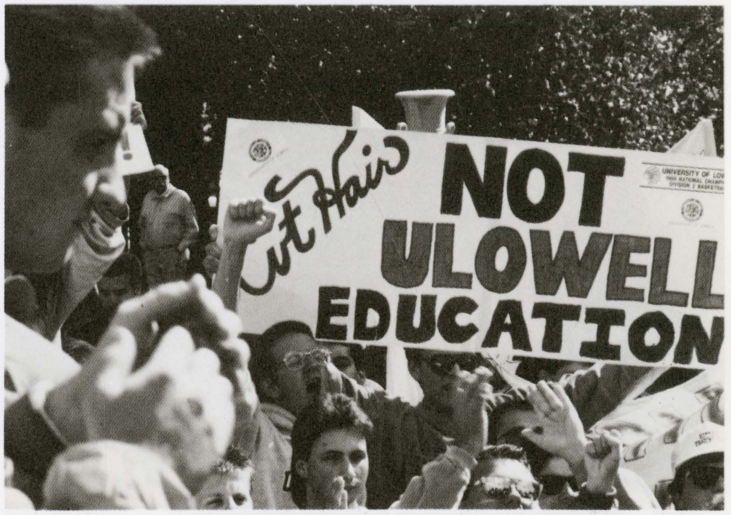




Students living at Fox, Bourgeois, Leitch, and North residence halls traverse University Bridge (formerly Textile Bridge) to North Campus classes. Leitch and Bourgeois were built in 1969, Fox in 1973, North (renamed Donahue in 1993) was built in 1989.



On October 4, 1989, hundreds of ULowell students traveled to the State House to protest budget cuts to public higher education.





Durgin Hall opened in 1976, housing the ULowell College of Music. In 1986, the Center for the Performing and Visual Arts, under the direction of Oliver Chamberlain, shown here with community representative Nancy L. Donahue, opened in Durgin, taking over the various performances previously sponsored by the ULowell Foundation.



Governor William Weld hoists a UMass Lowell T-shirt after the July 1991 signing of legislation establishing the new university structure. With him, from left, are ULowell Board of Trustees Chairman Alan Solomont, Lt. Governor Paul Cellucci, and ULowell President William T. Hogan.

CHAPTER X

New Directions at the University of Massachusetts Lowell, 1990–1994

On July 11, 1991, a grinning Governor William Weld stood on the steps of Cumnock Hall and held up a T-shirt emblazoned with the words, "UMass Lowell." Weld had traveled to Lowell to sign legislation creating a new five-campus University of Massachusetts, fashioned through a restructuring of the governance of the University of Massachusetts, with campuses in Amherst, Boston, and Worcester, as well as the state's two other publicly funded universities, Southeastern Massachusetts University in Dartmouth (SMU) and ULowell. The legislation drew the five campuses into one unit, under the governance of a single Board of Trustees. The legislation, which became effective September 1, 1991, abolished the Board of Regents, which had overseen all state colleges, universities, and community colleges, and established a Cabinet Secretary for Education.

There were congratulations all around at the signing in Lowell, and the event was hailed as an important step toward creating a world class University of Massachusetts. Though spread over five campuses, the University would serve as the public institution offering students a full menu of programs. Improved coordination between the campuses would offer students, in the words of ULowell President William T. Hogan, ". . . one, broad comprehensive research university which will support the entire spectrum of intellectual, academic, scientific, and professional programs, giving students an opportunity to pick from a wide array and a high level of quality of programs." For ULowell, the additional benefit of the restructuring would be greater name recognition. People outside Massachusetts

did not always understand that ULowell was a public university or were uncertain whether it was funded by the city or the state.

But in July 1991, all the handshakes and smiles in front of Cumnock Hall after the historic signing gave no hint of the tension that characterized the anxiety-filled months that led to that moment. While Weld talked about the restructuring primarily in terms of an improved delivery system of public higher education in Massachusetts, politics and economics also played an important role in the forging of this legislation. For some time there had been a recognition that UMass, ULowell, and SMU might fare better if they joined forces. As three separate universities, the campuses often had to compete for scarce funds. Campus presidents were required to return most of the tuition they collected to the state, then appeal for funds to run their schools, causing tension and inequality of funding among the campuses. Duplication of courses and administrative functions existed. Under the highly centralized system, where the Regents controlled the purse strings and made the major policy decisions, the universities had to struggle to carve out unique missions and were not given a big enough voice in their own affairs. Local boards of trustees held less power. The effect of this structure came to be seen as deleterious to the provision of quality education.

In response to this problem, the Commission of the Future of the University of Massachusetts in 1989 issued a proposal calling for a restructuring, with the five campuses organized as a university system under a reconfigured and strengthened UMass Board of Trustees. The Commission was chaired by David Saxon, then chairman of the Board of Trustees of MIT and former president of the University of California. While there was widespread agreement on the need for change, the proposal was not greeted with universal acclaim. The Board of Regents had concerns and issued its own proposal for a more decentralized system that strengthened the authority of the boards of trustees of the individual campuses. The old fear of being overshadowed by UMass that prevailed during the Lowell Tech-Lowell State merger resurfaced. There seemed no room for compromise, and each side concentrated on building support for itself.

After a flurry of publicity and controversy about the two proposals, the momentum for change withered on the vine. As the state began to sink into a serious recession, the legislature turned its attention away from higher education, and the campuses turned their focus inward, as they faced the reality of budget cuts in the wake of declining revenues. Throughout 1989 and 1990, the universities were buffeted with bad fiscal news and declining enrollments due to demographic trends. Campuses were forced to cut courses, increase class sizes, lay off staff, and delay upkeep of physical plants. Tuition and fee hikes absorbed some of the blows but could not keep pace with the constant erosion of financial support for public higher education.

Early in 1991 a resurgence of momentum for university restructuring

blossomed. Once it began, things moved quickly. No doubt the worsening economic situation in the state and apprehension about the plans of the new governor in regard to higher education went a long way toward bringing the parties together. One can surmise that a recognition emerged that the campuses could save themselves by banding together rather than competing for a piece of a pie that was shrinking at an alarming rate.

It was in this atmosphere that a number of trustees and administrators from UMass approached ULowell and SMU in early 1991 and suggested reopening talks about a reorganization. Besieged by economic woes, the presidents came to agreement quickly. The new proposal called for a centralized board for the five UMass campuses and the disbanding of the local boards. A delegation approached Governor Weld, who was persuaded by the argument that the change would save state money by allowing for the consolidation and streamlining of departments and programs. Weld modified the reorganization plan somewhat, endorsed it, and began to work with the University administrators toward securing legislative approval.

The final package included changes that affected education on all levels. A Cabinet Secretary for Education was created to oversee all state education policy, aided by a new, eleven-member Higher Education Coordinating Council and a modified version of the Board of Education, which oversees elementary and secondary education. The Board of Regents was abolished, and a new, larger UMass Board of Trustees was established with representation from all campuses. Former ULowell trustees Alan Solomont, John Poduska, and Caroline Chang were named by the governor to serve on the new board. Solomont was elected one of two vice chairmen at its first meeting, held at UMass Worcester on September 5. Gordon N. Oakes, former chairman of the UMass Amherst, Boston, and Worcester trustees, was elected chairman, and Robert S. Karam, former chairman of the SMU board, was elected as the other vice chairman. Elbert K. Fretwell, former chancellor of the University of North Carolina, was named interim president of the new university system.

In 1992, the Board of Trustees named Dr. Michael Hooker, who had been president of the University of Maryland at Baltimore County since 1986, to be the first permanent president of the University of Massachusetts. In September, 1992, Hooker called upon the Lowell campus to develop a model of how a public university can marshal its research, educational, and outreach capacities to help a region develop and maintain a thriving industrial economy. It was a challenge that William T. Hogan—now Chancellor Hogan—eagerly embraced. After nearly a century of working with the region's industries—from textiles to microchips—the campus was ready to meet changing economic needs. The University renewed its historic mission to support regional economic development and focused it in a highly specific, organized way. The new approach enhanced the effectiveness of the wide variety of industrial innovation and development efforts already underway on campus, giving them a larger voice through



Dr. Michael Hooker, named president of the new University of Massachusetts system in 1992.

unity of purpose and vision. The keystone of that vision is the notion that a sustainable economy includes development of a skilled work force, product quality, and environmental protection and worker safety. The vision foresees a robust American economy comprised of a number of thriving, regional industrial economies that are competitive in the global market. It is a vision of an economy that is self-renewing and environmentally and socially sensitive—what has been called an economy worth having. In the three years since the restructuring, the University has aggressively pursued this vision, revamping curricula and establishing new research centers focused on the technology of today and tomorrow. It is a blueprint that will take the campus into its second century.

A Council for Industrial Development was established to centralize and mobilize efforts of the University's existing research centers and institutes toward the goal of sustainable economic growth, guided by a four-prong structure that includes research, innovation, extension services, and assessment. In 1993, the campus received a $4.5 million boost when the federal government awarded it approximately $1.5 million for each of three years to fund an economic development partnership that includes UMass Lowell, Northern Essex Community College, Middlesex Community College, and area industries. The award was part of a federal program to fund five regional partnerships across Massachusetts, including the northeast region, which UMass Lowell will lead. Researchers are finding ways to adapt and transfer new knowledge to regional firms in a practical, applied way, giving firms a competitive edge. In addition, University researchers in science, engineering, management, and the social sciences are working together to help regional industry be competitive in the market as well as be environmentally sensitive and mindful of the social needs of the community. The agreement is part of the Technology Reinvestment Project (TRP), a development initiative funded by several federal agencies.

Among the newer research centers at Lowell is the Center for Advanced Materials, which designs, synthesizes, processes, analyzes, and characterizes materials at the atomic and molecular levels. The facility is unique in the UMass system and is one of only a few such centers in New England. The Institute for Plastics Innovation, established in 1992, is the first research center in the country dedicated to plastics manufacturing technology. It seeks advanced innovation in plastics processing and provides training in new technologies to practicing engineers. The IPI offers students direct involvement with industry, the opportunity to perform specialized research, and industrial contacts that could lead to jobs. The Toxics Use Reduction Institute (TURI) was established in 1989 to help industry develop cleaner manufacturing processes. In its first six years, the institute has achieved international recognition for path-breaking education programs and new technologies that can reduce environmental degradation while improving industrial productivity. TURI has served over 600 firms and has trained over 400 professional toxic-use reduction planners, including state and

federal EPA inspectors. The Massachusetts Bioprocess Development Center, only two years old, plays an important role in helping biotech companies make the transition from research and development to full scale manufacturing by providing complete process development services and initial preparation of test material. The Center also offers graduate study in the rapidly growing career of bioprocessing.

IMPACT—the Institute for Massachusetts Partnering and Commercialization of Technology—was founded in 1993 and provides a place for practitioners and academics working in similar fields to support and advance each other's work, to nurture a true sharing of people, their intellectual involvement and facilities. Other research centers include the Center for Health Promotions; the Center for Recording Art, Technology, and Industry; the Center for Environmentally Appropriate Materials; and the Center for Work, Family, and Community.

How far has UMass Lowell come since its early days as a training ground for textile workers and teachers? It has come very far and not so far at the same time. If early principals of the Normal School or Textile Institute, such as Frank Coburn, Cryus A. Durgin, or Charles H. Eames, were to visit the campus today, they would be baffled by the computers, the robotics, the sound recording technology studio, the satellite at the Center for Field Services. But they would be familiar and comfortable with the enduring spirit and mission of the campus today. "There is an absolute need to produce a broad spectrum of very well educated people and to capture the talent in this state, educate it, and keep it so we can compete with other countries. The only possible chance we have of producing a robust economy over a long period of time is to produce a continuous, unbroken flow of young people in our professional work force who are both well educated and well trained." These words, spoken recently by Chancellor Hogan, would resonate with any president over the 100 years that the campus has been meeting the intellectual, economic, and social needs of the community. As the University embarks on its second century, it continues its long tradition of service to the community, bringing its experience to bear on the needs of a rapidly changing world, confident that it will play a critical role in the future economic, social, and cultural vibrancy of the region.





Facing page: Former Dean of the College of Education Virginia Biggy with Lowell students participating in the college's Demonstration School.

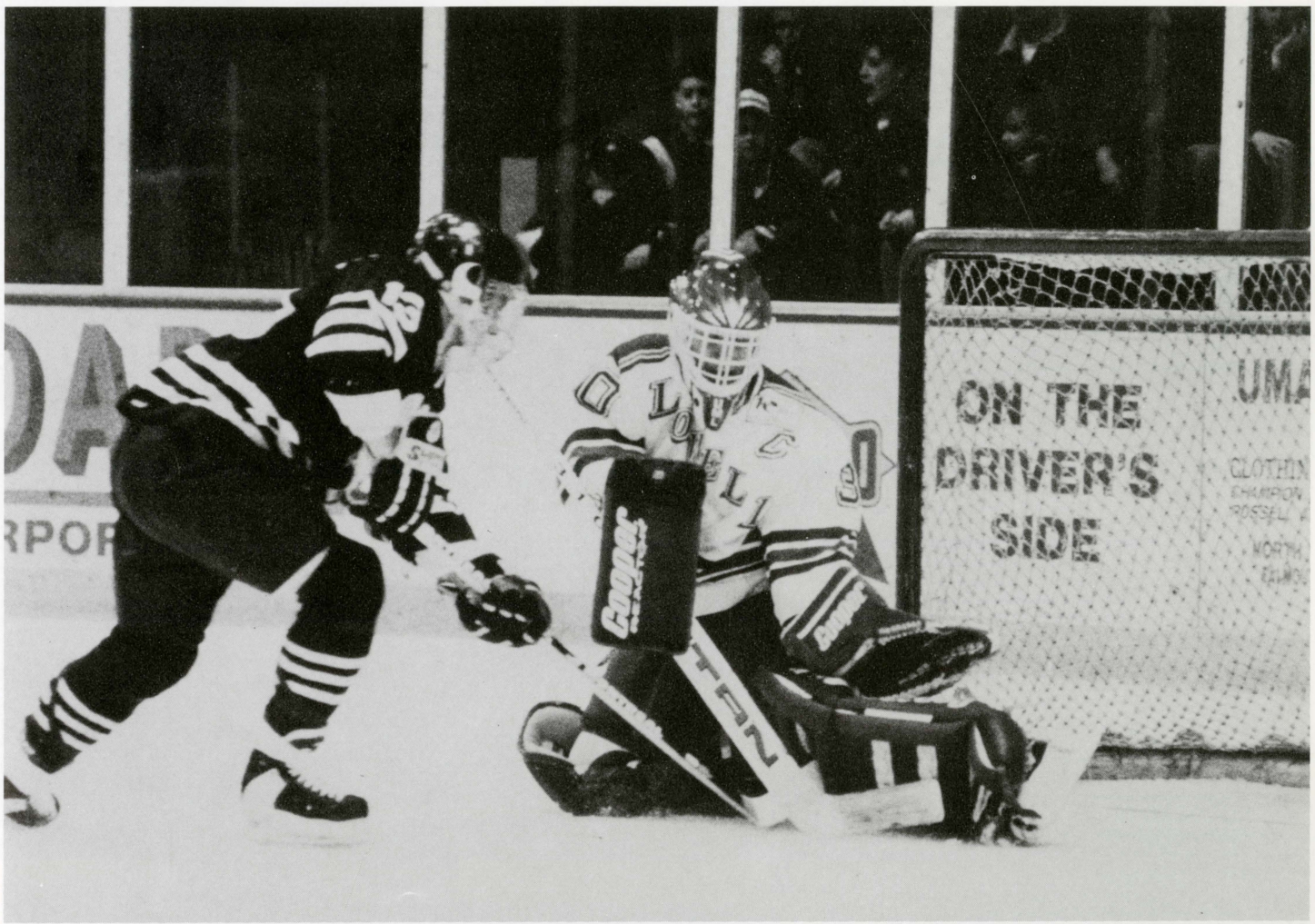
The Department of Computer Science, founded in 1980 in response to the demand among regional businesses for technically skilled employees, has been chaired since 1985 by Dr. James Canning, right.



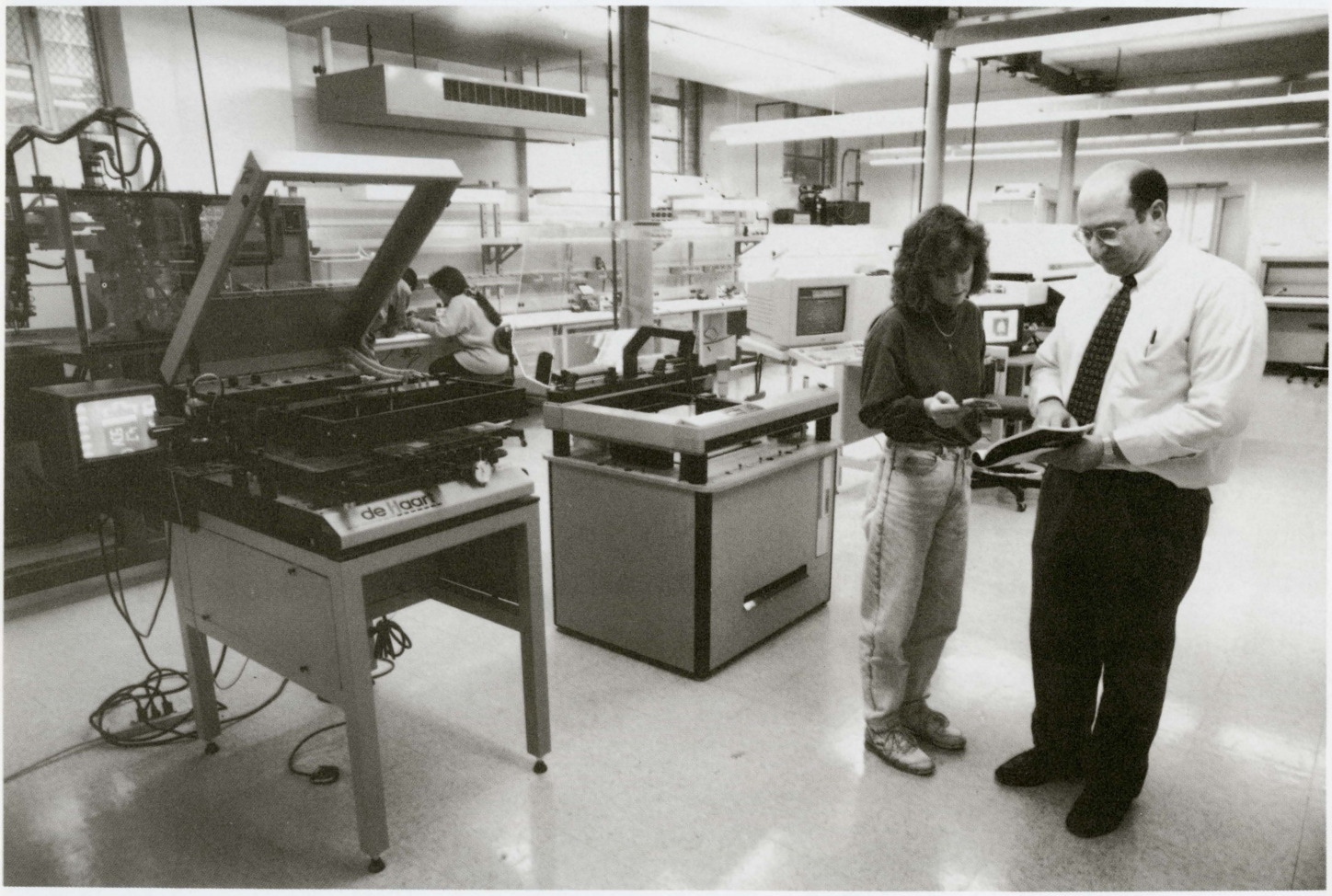
Engineering students Jeff Warren and James McSweeny with the student-built vehicle that raced in the Mini Baha race in 1993.



The UMass Lowell Women's basketball team celebrates its second New England Collegiate Conference title in three seasons in 1993.



During a February 1994 game against Providence College, goalie Dwayne Roloson demonstrates the skills that netted him the distinction of being Lowell's first first-team All American hockey player.



The state-of-the-art manufacturing lab is capable of producing, analyzing, and troubleshooting high density electronic assemblies. Students use this lab for research in environmentally safe and defect free soldering, among other research projects.





How polymers biodegrade during composting is a critical question studied by the NSF Center for Biodegradable Polymer Research. Here, outdoor composting is simulated in the laboratory.

ULowell alumnus Brian Trainor, class of 1980, designed the new UMass Lowell logo and mascot, the River Hawk, which became official in the fall of 1994. Nine-year-old Westford resident Chad Dooley suggested the new symbol during a University and community-wide search for a mascot to replace the Chief.



As the University embarks on its second century of innovation, it has renewed its dedication to its historic mission of regional economic development through excellence in education, research, and partnership with industry.


Welcome to the
UNIVERSITY OF MASSACHUSETTS LOWELL
Home of NCAA National Champions
Men's Ice Hockey 1979, 81, 82
Men's Basketball 1988
Men's Cross Country 1991



BIBLIOGRAPHIC NOTE

All sources used for this book and cited in the endnotes, including interviews, student papers, institutional correspondence and reports, bulletins and catalogues, student newspapers, yearbooks, and all illustrations, unless otherwise noted, are on public record at the University Archives, Center for Lowell History or in the Office of Alumni/ae Affairs.

Important published sources include Gilbert R. Merrill, "History of the Lowell Technological Institute," *The Textile History Review* 3 (April 1962): 82–96; Thomas W. Leavitt, "Textile Manufacturers and the Expansion of Technical Education in Massachusetts, 1869–1904," *Essex Institute Historical Collections* (July 1972): 244–51; and Francis X. Guidon, *The History of Fitchburg State College: A Record of Leadership* (1990).

UMass Lowell remains a comprehensive university of public higher education, offering both excellence and access to the region's students.

A

Abbott, Eleanor Hollowell, 19
Abbott Worsted Mills, 73
Academy for Educational Development, 167
Acar, Ibrahim Z., 75–76
Accidents, also injuries, fatal illnesses, 16, 75, 76
Accreditation, Teachers' College, 62–63, 100; University of Lowell, 179–80
Acknowledgments, 11–12
Admissions, 91, 106–7, 174
Advocate, 150–53
African American students and faculty 24–25, 101, 122; Alvin Frost, 127, 130, 132–34; Ruth Ashley, 146
Afro-American Society, 130, 132
A.F.R.O.T.C., 115–116, Military Ball, 125; mandatory, 128–29, 134
Alexander, Edward, 120, 132
Alumni/ae Association, 12, 87
American Association of Teachers' Colleges, 62
American Association of Textile Chemists and Colorists, 69
American Association of University Professors, AAUP 122, 148
American Wool and Cotton Reporter, 33, 35
Anti-Communism, 121–22
Anti-Semitism, 69, 74, 87, 104; efforts to combat, 69–70, 87–88
Artist teacher, 51, 54
Ashley, Ruth, 146
Athanasopoulos, Louis Peter or Lou or Eli, 77
Atkinson, Edward, 34
Athletic logos, 77, 94, 97, 203
Athletic playing field fence, 42, 95
Athletic program at Lowell Textile, 42–44, 72, 78; Textile Institute, 92–93; University of Lowell, 180–82; UMass Lowell, 200–201
Atomic energy, Manhatten project, 84–85
Atomic Energy Commission, A.E.C., 119–120

Ayer, J. C., 32, 38
Ayer, Frederick Fanning, also Ayer family, 38, 93

B

Baby Boom, 62, 105, 124
Bachman, Herman, 73
Baglione, Frank, 150–54
Bailey, Ruth, 52, 57
Bakken, Harald, 149, 152
Ball, Herbert J., 37, 73; Engineering Building, 118–19, 126
Bannister, William, 130, 132
Barker, Edgar H., 73
Barker, Gertrude F., 141–45, 155, 175
Barr, John E., 13–14, 19–20, 22, 53
Bartlett Training School, 17–18, 21, 25, 53
Basketball, Normal School, 24–25; Textile School, 44; Textile Institute, 72, 77, 92–93; University of Lowell, 182, UMass Lowell, 200
Battery F, 102nd Heavy Artillery, 45–46
Battle, Bernard, 153–54
Beghian, Leon, 120, 133, 169, 174, 179
Bennett, Frank, 33, see American Wool and Cotton *Reporter*
Berard, Florence, 102
Bergeron, Dean, 152, 154
Bibliographic note, 207
Biggy, Virginia, 176, 199
Blewett, Peter, 12, 148, 152–53, 188
Bloomers in physical education, 23–24, 52, 57
Board of Trustees, Textile School, 34–36, 46–47; Textile Institute, 78, 81–83, 88, 93; LTI, 125, 128–30.
Bonacci, Edward, 126
Boott Mills, 7, 34, 87
Boston and Maine Railroad, 13, 59
Bourgeois, Homer W., Bourgeois Hall, 127
Boumil, S. J., 127
Bourque, Martin, 127
Bouzianis, Dean, 146
Braden, Florence J., 108

Bradford Durfee Textile School, 87
Brady, Mary, 108
Brase, Herman, 51
Brassard, Raymond, 150, 152
Bregor, Paul, 111
Brooks, C P., 34–35
Brown, Gilbert, 12, 134
Brown, Harry, 73
Building Association, Authority, 83, 89, 127
Burto, William, 102, 109, 160
Burtt, Frederick, 72–73
Bynoe, Herbert, 133
Byrt, Kathleen, 108

C

Cameron, Rosalie, 56
Campus Star, 110
Catholics, 20, 56, 88, 103, 109–10
Center for Advanced Materials, 196
Center for Environmentally Appropriate Materials, 197
Center for Field Services and Studies, 176, 197
Center for Health Promotions, 176, 197
Center for Industrial Competitiveness, 196
Center for the Performing and Visual Arts, 191
Center for Recording Art, Technology, and Industry, 197
Center for Work, Family, and Community, 197
Chamberlain, Oliver, 191
Charette, Jacqueline, 146
Chemistry, Normal School, 20, 49; Textile School, 37–39, 45; Textile Institute, 68–69, 74, 76–77, 85, 88; LTI, 120, 125; ULowell, 175
Cheney, Blanche A., 22, 26, 50, 55, 57, 60, 63
Chinese Students, Chinese Students' Club, 44, 71, 124
Chute, Josephine, 23, 27, 50, 60
Cizek, Ignatius A. "Jim," 153, 156, 168
Claffey, Rose, 149–50
Clark, Frances, 50
Clements, John, 102
Coburn, Frank F., 15–17
Coburn Hall, description of in 1897, 15; in 1994, 27; frescoes on first floor, 27

Coburn, Dr. H. Fordyce, 19
Commuting students, Normal School 13–14; Textile School, 42–4; Textile Institute, 76
Computer and electronics industry in Massachusetts, 121, 182
Computer Science program, 182, 199
Concordia Hall, 106, 112
Conlon, Alice, 111, 163
Contino, Louis, 127, 131
Continuing Education, 176
Costello Gymnasium, 127
Costello, John J. "Jack," 127, 130–32
Costello, Thomas, 179
Council for Industrial Development, 196
Critic teacher, 17, 20
Cronin, Joseph, 166–67
Crosby, William, 35
Crugnola, Aldo, 118, 177
Cryan, Catherine, 56–58, 64
Cumnock, Alexander, 34–35, 116
Cumnock Hall, 46, 92, 115–116, 130
Curriculum, Normal School, 16–18, 20, 22–23, 52–53; Textile School, 33–37, 45, 66–67, 70; Textile Institute, 74–76, 84–85; Lowell State College, 103, 105, 107, 141–47; Lowell Technological Institute, 118–21; merger, 168
Curtin, Kathleen, 12, 47
Cushing, Lester, 43, 127

D

Damon, Inez Field, 52, 56, 64
Davis, Bette, 125
Deanin, Rudolph, 118
DeFilippo, Charles, 175
Degrees, four year at the Textile School, 37; at the Teachers' College, 49; Lowell State College, 105
DeLisle, Ralph, 108
Dennett Mall for Mahlon Webb Dennett, 46
Depression of 1890s, 32; of 1930s, 37, 56–58, 60–61, 73–74, 76–77
Dever, Paul A., 93–94, 99–100, 117
Devereaux, Anna W., 19, 22
Donahue, Joseph Jr., 118, 169, 190
Donahue, Maurice, 99–100
Donahue, Nancy, 191
Dorm life and protest, 128–131, 137
Dow, James G., 66
Drinan, Helen, 102
Duff, John B., 133, 172–79

Dugan, James M., 57–63
Dugan Hall, 106
Dukakis, Michael, 170–71
Dunn, William F., 108–9
Durgin, Cyrus A., 17, 20–21, 23
Durgin Hall, 174, 191

E

Eames, Charles H., 35–37, 77–78
Eames Hall, 91, 126
Edlund, Charles F., 96, 115, 122
Education, College of, 155, 176
Ehlers, Russell W., 118
Electronics Division, also Electrical Engineering, 91, 121, 202
Engineering, College of, 119, 179–180, 182
Ennis, Robert, 12, 47
Enrollment surge, 82–83, 105, 182–83
Entrance exams and requirements, 13, 65
Evening school, 33–34, 176

F

Fabrics Research Laboratories, Inc., 82, 87, 94
Faculty Senate, 148; College Senate, 153
Faculty workload, Lowell State College, 106
Fall River textile industry, 33
Falmouth Hall, 38, 40, 45
Farina, Joseph, 143
Fermi, Enrico, 121, 134
Fickett, Elmer E., 67–70, 120
Fine, David, 121–22
Fisher, John J., 101–2
Fisher, William R., 111
Fine arts, 23
Fine textile goods, 31–32, 37
Fire of 1953, 102–4, 116
Flack, Helen Gray, 90
Flood of 1936, 59, 76
Food facilities, 19, 25, 45, 55, 58, 77, 131
Football, 43, 77, 92, 94
Foreign students, Textile School, 44, 66, 71; Textile Institute, 75–76; LTI, 123–24
Foreword, 7–9
Fort Devens, 89, 91–92, 145

Founding of the Textile School, 32–34
Fox, Eleanor Phil, 81, 87
Fox, Kenneth R., 73, 75–76, 81–94, 118
Fox Hall, 121
Fox, Russell M., 73, 81–82, 88
Foy, Robert J., 11, 107, 110, 169, 174, 179
Framingham Normal School, 14, 19–20, 50
Fraternities at the Textile School, 42, 74; LTI, 125
Furcolo, Foster, 93, 105, 119, 121
Futrell, May, 12, 143–44, 146, 175–76

G

Gantt, H. L., 37
Gay, Paul, 111
Geary, Rose Constance, 20–24
Gerontology, 146, 176
G.I. Bill, 62, 82–84, 89
Gilday, Edward F., 110–12, 152, 155, 166, 168
Global marketplace, 9, 31, 183
"Golden Years" of athletics, 180–182, 189
Goldman, Moses, 43–44
Goler, Patricia A., 101, 155, 169
Gonsalves, June, 132–33
Goodwin, Catherine Hill, 12, 61–62
Goodwin, John Alden, 74–75
Gordon, Barnett A., 87
Gourville, Marguerite Lee, 12, 57, 59–60, 62–63, 99–104, 112, 148, 150, 152–53
Graduate programs, Textile Institute, 84; Technological Institute, 118, 120, 122; University of Lowell, 175, 176, 179–80, 197
Gray, Ronald, 12, 47
Griffin, George, 120

H

Halleran, Mary A., 55–56
Harrington, John F., 100
Harrington, Kevin H., 109, 117–18, 171–72
Harris, Jessie, 132
Hart, John R., 103–5
Hazing of freshmen and beanies, 71–72, 77, 83
Health Professions, College of, 146, 175–76, 185

Herter, Christian, 116, 121
Hewitt, Paul G., 126
Hill, Mabel, 18, 22
Hiscoe, DeMerritte A., 50–51, 57, 100
Hockey, 201
Hoellrich, Martin J., 73
Hogan, William T., 11, 119, 133, 174, 177–183, 193–197
Homophobia, 69–70, 104–5; efforts to combat, 69–70
Honorary degrees, 88, 110–11, 116, 131, 133–34, 173–74, 188
Hooker, Michael, 195
House Un-American Activities Committee, HUAC, 121–22
Hurd, E. Alma, 19
Husa, Karl, "Music for Prague," 1969, 153

I

Industrial policy for Massachusetts, 31–32, 84–85, 89, 91, 119–20, 182, 195–96
Industrial profits in wartime, 45, 78
Industry support for Textile School, 31, 35, 67
Influenza epidemic of 1918, 45
Innis, Robert, 180
Institute Council, 130
Ivers, Richard, 115, 125–27
Ivy League culture, 42–43, 69, 72

J

James, Ernest, 12, 68–69, 76–78, 85, 87–88, 91, 176–77
Janitorial staff, 19, 90, 102
Jewish students, 20, 43–44, 74

K

Kamien, Ethel, 143, 155, 168
Kansanniva, Kalervo, 102
Kennedy, James, 73, 76
Kennedy, Joseph P. Sr., 82
Reaction to Kent State and Jackson State shootings of students in 1970, 131, 154, 159–160
Kenyon, Walter J., 20
Kiernan, Cornelius, 100, 109, 117
Killelea, Joseph, 120

King, Leo, 127–32, 138
Kirby, Florence, 51–52, 57
Kitson Hall, 38, 40, 45
Kitson, Richard, 38
Knoll , 64
Knott, Laura A., 19
Kopycinski, Joseph V., 94, 126
Kunstler, William, 132

L

Labor unrest among textile workers, 32, 36–37
Lacouture, Florence, 12
LaCroix, Paul, 12
Lawrence, Massachusetts, 14–15, mill agents, 33–34
Leather and paper programs, 89, 91, 123
Leitch, Harold W., 82–83, Leitch Hall, 127
Lessard, Henry, 127–29
Lew, Teresa Garland, 24–25
Liberal Arts programs, 147–48
Libraries, Textile School, 45, 70; Normal School, 52; Teachers' College, 62; Textile Institute, 87, 93; Lowell Technological Institute, 117; University of Lowell, 175
Lindblad, Calvin, 146
Little, Royal, also Textron, 85, 87, 93
Lockwood, Greene of Boston (architects), 38
Lovell, Sarah E., 23, 26, 50, 57, 60
Lowe, John C., 73
Lowell, Augustus, 32–33
Lowell Board of Trade, 31–32
Lowell General Hospital, 143, 145
Lowell High School, 13, 15, 25–26, 56, 110, 144
Lowell School of Applied Design, Boston, 32–33
Lowell Sun, 88, 104, 116, 127, 150, 168
Lowell Teachers' College, 1932, 49
Lowell Technological Institute, LTI, 115–134.
Lowell Textile School, 31–47; state takeover, 37, 46–47; physical design and construction, 37–38, 40, 42
Lowell Textile Institute, 65
Lydon, Martin J., 85, 90, 93, 115–25, 127–32
Lyons, Richard, 147–50, 167–68

M

McDonnell, Leslie, 12, 64
McGaughey, Robert, 127
McGauvran, Mary, 11, 58–59, 61, 100–101, 106–8, 112, 166, 169, 174, 188
McKenna, Christine, 11
McParland, Anne, 103, 155
McQuade, Mary B., 56
McQuade, Norma, 144
MacDonald, Elaine, 12, 64
Mahoney, Dr. John J., 21, 23, 26, 28
Mahoney Hall, 100
Malone, William, 102
Mandell, Stuart L., 88, 122–3, 133
Management Science, College of, 122, 179
Massachusetts Bioprocess Development Center, 197
Massachusetts Federation of Taxpayers' Association, 60–61
Massachusetts Institute of Technology (MIT), 32–33, 65, 81–82, 91
Massachusetts Normal Schools, History of, 14–15, 27, 49–50
Massachusetts Republican Party, 31–32, 46, 60–61
Massachusetts Society of Professors, 170
Massachusetts State Board of Nursing, 143
Massachusetts State Federation of Labor, 61
Mason, Jennifer, 12, 155
Mayo, Martha, 11
Meagher, Beatrice, 108
Mele, Anthony, 146
Mergers, proposed, 111, 133–34, 155; in 1975, 165–172; of Arts and Science, 179, 188; UMass Lowell, 183, 194–5
Merrill, Gilbert, 66, 74–75, 207
Merrimack Manufacturing Company, 35, 87
Merrimack River, 7
Meterology, 120
Middlesex Mechanics Assocation, 32
Milner, Marion H., 23–24
Mingins, Charles, 119
Minstrel shows, 42–43
Molloy, Hugh, 18–19, 22, 45
Molloy, Patricia, 153, 159
Morey, David Beale, 43, 127
Morning assemblies, also opening exercises, 20–21, 53–54, 58, 103

Morrissey, Kermit, 99, 117
Mullett, Elizabeth, 144
Municipal subsidy to Textile School, 33–34, 36, 45
Murkland, Charlotte, 21, 53
Music education, 23, 25, 49, 52, 62, 110–12; performance major, 146–47, 182–83
Music, College of, 155, 182–83

N

Na, Chung-Sheng, 124, 134
National League of Nursing, 146, 176
Nature study, 49, 52
Neilson, Elizabeth A., 60
New Bedford textile industry, 33; New Bedford Textile School, 34, 44, 87
Newell, Dr. Lyman C., 20
New England Association of Schools and Colleges, 88, 100, 179
New England Textile Foundation, 87, 91
Newmarket Silk Mills, 73
Normandin, Raymond, 118
Nixon, Richard M., 116, 133
Nuclear Center, 119–20
Nursing program, 141–46

O

O'Connor, Gerard, 12, 125, 130, 136, 169–170
O'Leary, Daniel H., 99–112, 116, 133, 141–55, 165–66, 171, 175–76, 179
O'Loughlin, Irene, 108
O'Loughlin, Robert, 12, 79
O'Neil, Jerry and family, 19
O'Rourke, Mary, 60, 64
Ogasapian, John, 146
Olney, Louis Atwell, 35, 38–40, 69, 74
Olsen, Everett, 12, 89–93, 115, 117–20, 129–30, 132–34, 138, 155, 171–72
Opening of the Normal School, 13–19, 27; of the Textile School, 34–35
Osborne, Gordon, 11, 66–67, 87, 93
Ouellette, Andrew, 116–17

P

Paella, Natalo, 146
Palmer method of penmanship, 26, 52
Palubinskas, Felix, 91, 121
Panagiotakos, Paul C., 88
Pasteur Hall, 118
Peace Vigil, 1967, 127, 150
Penicillin and nursing, 143, 145
Perkins, George H., 38
Pfister, David H., 83
Physical education instruction, Normal School 23–24, 52; Teachers' College, 57
Physical plant, Textile Institute, 89–91; Lowell State College, 101, 105–106; Technological Institute, 122
Physical therapy program, 176
Physics, Normal School, 18, 49, 62; LTI, 120, 125
Pickout, 42–45
Pierce, Grace Gordon, 59–60, 62
Pierson, Donald, 176
Pinanski, Samuel, 83, 93, 119–20, 125, 130
Plastics engineering, 118, 133; Institute for Plastics Innovation, 196, 203
Pordon, William, 146
President's Hall, also Allen House, 106
Procopio, Domenic R., 111
Professional behavior for teachers, 50, 53, 150
Pure and Applied Science, 120–21, College of 175–76

Q

Quinn, Catherine, 12, 175

R

Racism, 62, 132–34, 148–49; efforts to combat at LTI, 132–34; at LSC, 149, 155
Rahmeier, Paul, 179
Ramirez, Peter, 12, 79
Ramsey, Emma, 52–53
Rebenfield, Ludwig, 87–88

Recession and crisis after 1985, 183, 194
Reed, G. Nathan, 88, 115
Religious bigotry, 56, 58, 69, 125; efforts to combat, 88
Rigney, Raymond, 174
Riley, William E., 26, 52, 57, 62
Riley, William, Coach, 180, 189
Richardson, Eliot, 116, 131
Roberts, Julian, 101–2
Rogers, Edith Norse, 116
Rogers, Kenneth, 120
Rosatto, Vittoria, 88–89
Rubinstein, Harry, 175

S

Salary equalization at merger, 170
Saltonstall, Leverett, 60–61, 116
Sargent, Francis, 130, 132, 166, 169
Saxon, David, Saxon Commission, 194
Scanlon, Mildred, 12, 27, 50, 57
Schiness, Roger, 174, 177
Schools and Society, 26
Schools and Society, student government at the Normal School, 26
Schwartz, Edward R., 84, 91, 93
Scientific management, 37
Schott, Nicholas, 118
Selvaggio, Vito, 12, 109–10
Serio, Joseph, 171
Sexism, 44–45, 70–71, 148, efforts to combat, 55–56, 62, 83, 116, 188
Shakespeare, William, 13, 26
Shalhoup, Eleanor, 144–46, 176, 187.
Shannon, Margaret R., 102, 153, 155, 176
Sheehy, Paul, 100, 155, 165–66, 168
Sheldon, Eric, 180
Shuttle buses, 173
Skilled textile workers, 31–32, 36–37
Slander suit, 1958, 104–5
Sloan, Robert Hood, 88
Smith Hall, 83
Smith, James T., 30–34, 46–47
Smith, Stephen E., 75
Snitzer, Elias, 121–22
Spring Carnival, 178–79
Solomont Alan, 7–9, 192, 195
Sound Recording Technology, 183

Southwick Hall, 38, 40
Southeastern Massachusetts Technological Institute, 118; SMU, 193, 195
Southwick, Royal, 38
Special Services, also Textile Testing Lab, Research Foundation, 73, 91, 120
Sperounis, Frederick P., 11, 12, 179
Stecchi, Janice 144
Stevens, Hazel, 25–26
Stowell, Steven, 12, 47
Stravakas, Evangilous Demetrius Demosthemes or "Lucky," 92
Student Army Training Corps, 45–46
Student Council, 83, 96, 127–30, 133
Student dress and behavior standards, 53–55, 58, 68, 83–84, 127, 150, 158
Student Government, Normal School, 25; LSC, 153–54
Student protest, Teachers' College, 56; LTI 124, 127–32
Students Rights Party, 129
Student social activities, Normal School, 25, 55, 72; Teachers' College, 59–60, 62; Textile School, 72, 74; Lowell State College, 110; LTI, 125
Student summer work, 56
Student teaching or "cadeting," 17–18, 53, 58, 109–10
Student trustee, 130–32
Students for a Democratic Society, SDS, 127, 154
Summer school, 91, 116–17, 176
Sweeney, Marie Kirwin, 12, 109–10

T

Talty, Frank, 169–71
Text, 65, 122, 126–29
Textile Players, also Lowell Textile show, Tech Players, 69, 74, 83, 87–88, 125
Textile program, closing, 123–24, 134
Thomas, Henry, 118
Thompson, Cyrus, 111
Threats to close institutions, 46–47, 57, 60–61, 78
Todd Lecture series, 55, 57
Toxics Use Reducation Institute, 196–97
Traphagan, Willis, 111, 146–47, 153

Tuition, 13, 33, 56, 67, 76, 106, 133, 169–170, 182–83, 194–95
Tully, Joseph, 166–69
Turner, Mabel, 52
Tyra, Patricia, 144

U

Union vote at LSC, 149–50
ULowell Foundation, 177
University Avenue, 173
University of Lowell, 168–184; Merger Planning Board, 169–70
University of Maine at Orono, 72
Upstream Day, 44, 72, 84, 96, 129

V

Vietnam Moratorium, 1969, 130, 153
Vietnam War, 124, 150
Volpe, John A., 94, 116–17

W

Wagner, Robert, 179
Walker, Francis, 32
Walsh, Francis, 125
Wang Laboratories, 176, 182–83
Washington Training School, 20, 53
Watterson, Arthur, 188
Weed, Clarence M., 23, 26, 29, 49–55, 57–58
Weed Hall, 106, 141
Weld, William, 192–95
West Campus, 176
Wheeler, Mary, 144, 146
White, Royal, 46–47
Whitin Machine Shop, 74
Williams, Simon, 84, 87, 90, 93–94
Williams, Wentworth, 115
Willis-Harrington Commission, 94, 105, 117–18, 127
Wilson, Mabel B., 52, 111
Wirzbicki, Brian, 12, 134
WLTI, 91, 94, 126
Women, hiring of at Textile Institute, 88–89
Women students, Normal School, 13; Textile School, 34, 44–45, 70–71

Women's studies program, 148
Work Environment program, 197
Works Progress Administration
murals, 27, 51
World War I, 44–46, 66–68
World War II, 61–62, 71, 75, 78,
(pix) 79, 81–82, 84
Wright, William, 148–49

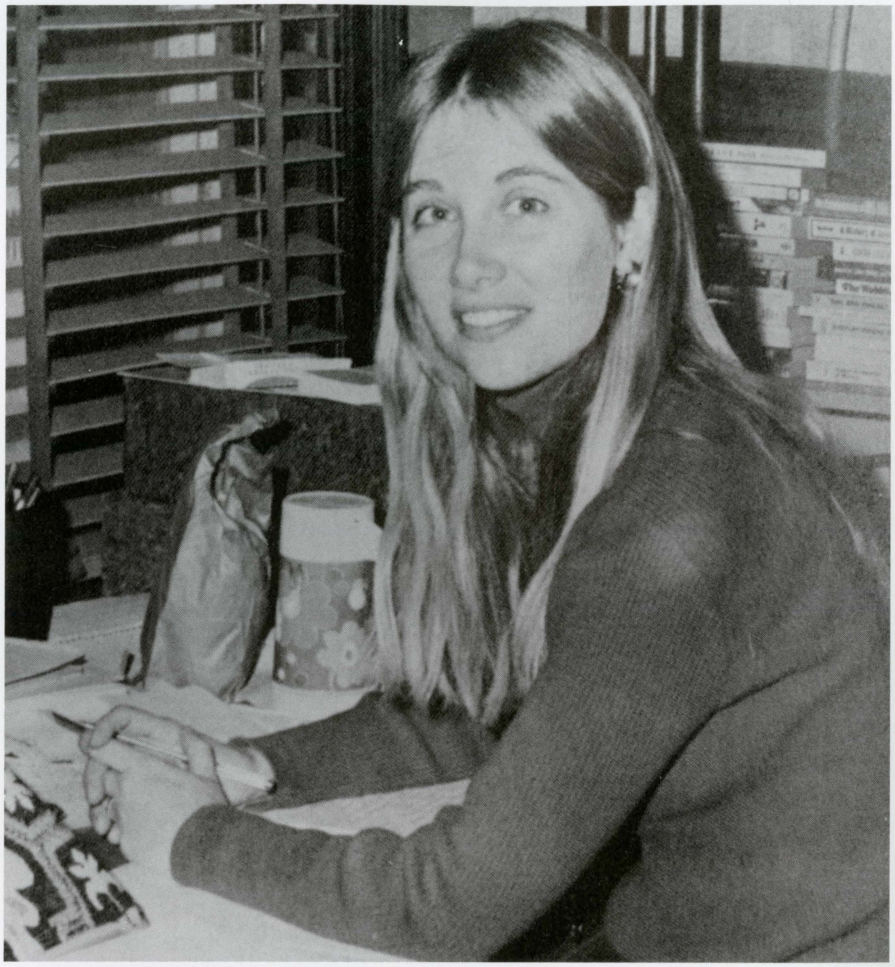
Y

Yankee Protestant cultural values,
20–22, 54, 69–70
Yarnall, Waldo Ward "Rusty," 72,
78, 127
Yeshita, Martha, 62

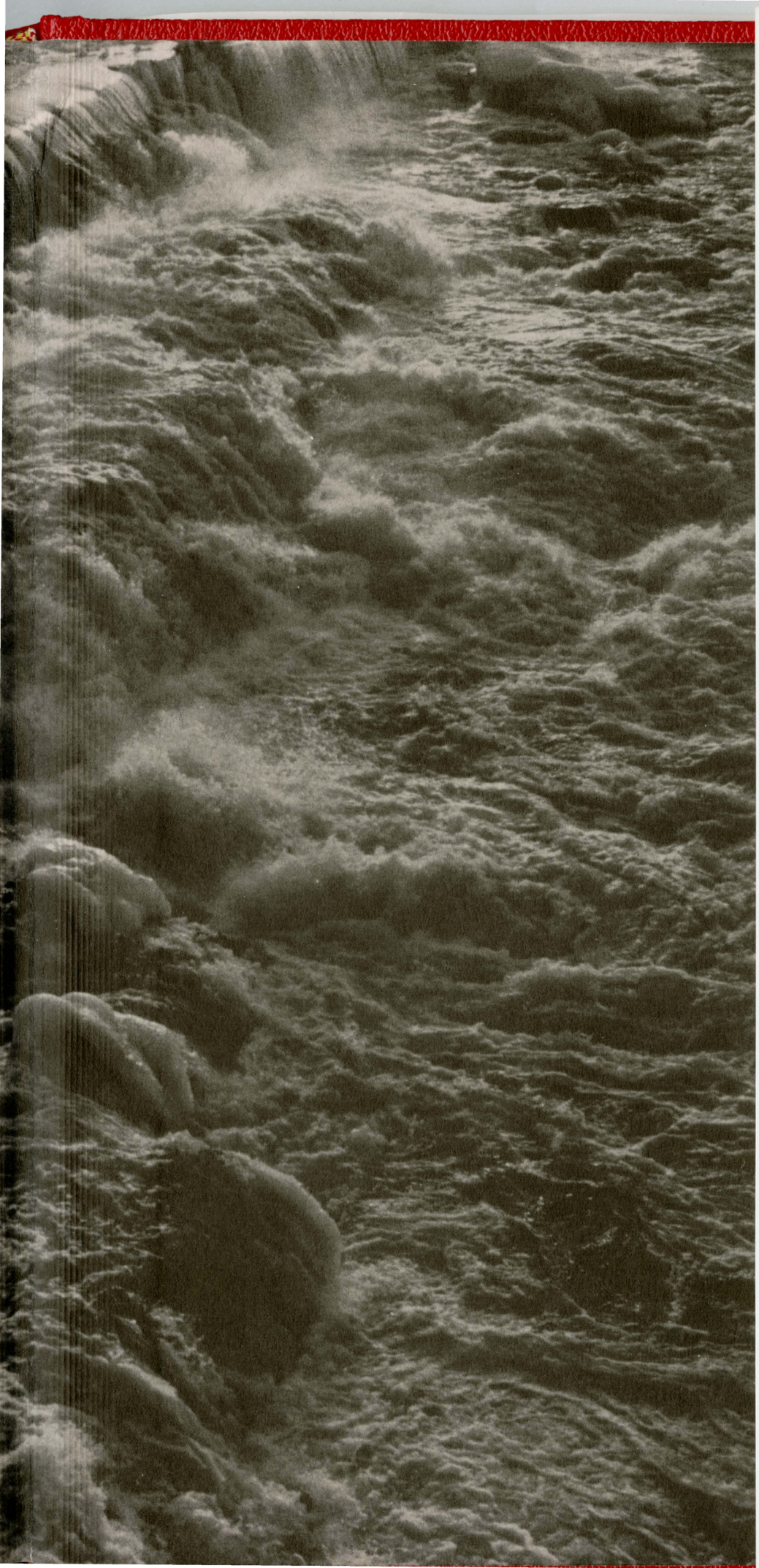
Z

Zappa, Frank, in concert, 139

ABOUT THE AUTHOR



Mary H. Blewett, Professor of History, is pictured here in 1971. She joined the faculty of Lowell State College in 1965 as a new Ph.D. She is an expert social historian of the Industrial Revolution in New England in the nineteenth and twentieth centuries and has won five academic prizes for her work. She also teaches graduate courses at U Mass Amherst and is at work on her sixth book.



tile program and the accelerating decline of the textile industry in New England. President Kenneth Fox provided energetic leadership to take the postwar Institute and its generation of G.I. Bill students into new technologies and co-education, a course confirmed by his successors, Martin Lydon and Everett Olsen. North Campus weathered many difficulties in the 1980s as the economy of the region changed profoundly, but Presidents John B. Duff and William T. Hogan provided the vital leadership to forge new directions for the University of Lowell and later the University of Massachusetts Lowell.



Mary H. Blewett, Professor of History, is pictured here in 1971, more than two decades younger and slimmer. She joined the faculty of Lowell State College in 1965 as a new Ph.D. and became part of the generation of breath-taking growth and development in the late 1960s and 1970s. As University Historian appointed in 1984, Blewett spent years gathering interviews, illustrations, and data to write this volume.

ISBN 0-89865-925-6



UMASS LOWELL

CENTENNIAL